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A Device and Method for Measuring and Classifying Activity Interests of Pupils and Teachers for the Purpose of Formulating and Administering a Club Program for Fifth and Sixth Grades

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A DEVICE AND METHOD FOR MEASURING AND CLASSIFYING ACTIVITY INTERESTS OF PUPILS AND TEACHERS FOR THE PURPOSE OF FORMULATING AND ADMINISTERING A CLUB PROGRAM FOR FIFTH AND SIXTH GRADES

by

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PREFACE

The attainment of desirable goals is the aim of the administrator or teacher charged with the responsibility of formulating an activity club program.

Have the teachers in the elementary schools such a rigid set of likes and dislikes that they will not correlate with those of the boys and girls? Or, are the pupil and teacher feelings of such a character as to harmonize and made possible a functioning club program? These two questions arose when the writer, in the fall of 1961, was asked to undertake the arrangement of an activity club program for the elementary school at Starpoint Central School in which he taught.

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R.A.L.

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THE PROBLEM AND ITS ORIENTATION

CHAPTER I

IMPORTANCE OF THE PROBLEM

Activity clubs should not by any means be considered a recent addition to the educational program. They have existed for many years, either as an integral part of the regular school curriculum or else in the form of community enterprises, wholly apart from the educational system. These community clubs, while differing from the regular school club as it is now organized, nevertheless, were based on considerations and factors which, until recently, have had a very small place in the basic philosophy governing participation in, and organization of, school clubs.

Membership in youth and adult community clubs is based upon individual interests. While it cannot be wholly proven that this factor has been entirely neglected in forming school clubs, it, nevertheless, has not been utilized as extensively as its worth would indicate. Many times to expedite administrative procedures, this vital consideration of interests, has been woefully neglected in

organizing a school club program.

In discussing the problem and its orientation, the following points will be emphasized: development of club activities, their present status, and finally, sociological and educational implications.

The formulating of a program of clubs based on interests is a major problem for those who direct the extra-curricular activities. Administrators and directors find it to be one of the chief difficulties in connection with the activity program, advocated and fostered by their schools. A few versatile students will fit into any club program, while others, not so many sided, will require a more elaborate set-up. Only those teachers with a diversified background of experiences, plus an abundance of energy, and a genuine interest in club activities, are equipped to successfully cope with the problems arising in an activity club.

Educators know that pupil participation in club activities has much educational value. They also recognize that, if the student is to receive maximum benefits, such participation must be in a club which the students and advisors have mutually agreed upon as being of major interest to them. The nucleus of the club program is the pupil. The backbone of the club is the advisor. The

choice of clubs must be based upon the interests of the students.

The teacher who sponsors a club shoulders the responsibility for the attainment of those desirable benefits which a worthwhile club offers. Upon his shoulders rests the responsibility for providing interesting situations, life experiences and problems suitable to the individual abilities and needs of the pupils. The prime requisite for the solution of this responsibility is the interest with which the problem is attacked.

Statement of the Problem

The writer has, for the past year, been in charge of organizing the club program in the elementary school at Starpoint Central School. His interest in improving the school's program led him to make a thorough study of various aspects of school clubs, including: (1) the objectives of school clubs, (2) the basic principles underlying their organization and administration, and (3) the methods of initiating a program of clubs. This study was undertaken with the cooperation of the administration.

The results of this study indicated that there are two fundamental steps or phases in improving the present club program. They are: first, the devising of a suitable interest blank since none are now available: and, second,

the formulating of a program which will be mutually acceptable to students and advisors. It is the purpose of this investigation to study these two problems.

Orientation

With the firm conviction that the present set-up can be improved only by understanding all phases of an activity program, certain factors should be studied for possible values. These factors are: (1) an understanding of the development of club activities, (2) the sociological meaning, and (3) the educational implications. These prerequisites must be interpreted for an orientation of our problem.

Development of Club Activities

Activity is a prerequisite of learning. According to Leary[1], "Learning takes place in terms of mutual interactivity of environment and organism, or of situations and the structure which they touch off." Whenever children or grownups are brought together, activity takes place. It makes little or no difference whether we call it a club or a gang, activity will be the result. It does, however, make a great deal of difference whether the results are constructive or destructive.

1 Leary, Daniel B., Living and Learning. New York; Richard R. Smith, Inc., 1931, Ch. IX.

We can all remember how thrilled we were to "belong" to a club or society. It matters little the kind or character of the school we attended, clubs did exist. Teachers knew of their existence and either ignored or tolerated these clubs. The troubles of the building principal grew in ratio to the size and complexity of the school. As membership increased, curricula gained in number and the so-called "mischief making" assumed extreme forms. Antagonistic attitudes developed[2]. Fraternities appeared, with all their accompanying problems which were handed down from the college secret societies. In many places, due to extreme, objectionable features, secret fraternities were barred. This hostility against clubs and societies has practically disappeared except in the case of fraternities. The recognition of positive values and a change in educational philosophy, plus a social upheaval, has hastened the crisis. As a result, clubs are encouraged and activity has become the key-word.

Sociological Meaning

Urbanization and the de-ruralization of the country has resulted in large numbers of young people becoming totally unfamiliar with, and ignorant of, the desirable

2 Wilds, E. H., Extra Curricular Activities. New York; Century Company, 1926, p. 5.

ways and means of enjoying their leisure time. It is true, of course, that the church, the Y.M.C.A. and the Scouts are all endeavoring to fill the gap. It is also true that some young people do not come within the sphere of these agencies. For these, the school remains the last hope.

Schools organized on a strict subject basis often find difficulty in handling this problem. It is only through activities, which many consider outside the regular curriculum even though scheduled in the school calendar, that suitable interests can be developed. We live in groups, be they large or small. Would it not be advantageous to instill in the minds of boys and girls some useful concepts of group life?

Educational Implications

The greatest impetus to activity clubs has resulted from the changed philosophy toward the learner. The realization that all individuals are a "whole", although they vary in abilities and, therefore, do not develop at the same rate, caused educators to demand a varied program of situations to stimulate all. That pupil experimentation has been fostered as a means of aiding self-expression, is an established fact. It is the "doing of something and having something happen" which results in learning. Education is not a passive process but involves much activity.

Why not, then, offer a series of purposeful experiences by which the boy or girl may come into a more definite realization of himself?

The Situation

The school in which the study was carried on is of a type commonly found in the central school system. It is organized strictly on a grade basis, from kindergarten through twelfth grade. During the school year 1961-1962 there are forty-five persons on the professional staff in Kindergarten through sixth grade, and forty-five persons on the professional staff in grades seven through twelve. plus six special teachers. Besides the regular academic studies, there is offered a well-developed program of physical education, industrial arts, home economics, music, art and driver education.

The elementary classes are scheduled as self contained class rooms. However, these classes have special area teachers which give instructions in the field of art, music, physical education and library. This paper, however, will concern itself primarily with the study of the fifth and sixth grades. In the fifth grades there are 94 boys and 126 girls. The four sixth grades have 66 boys and 70 girls.

The present club program is derived from a type which

had been successfully followed in another school. The method by which the student selected club membership was not only controlled by faculty desire, but practically ignored the interest of the pupils. This early method (and the present one) is as follows: (1) each member of the faculty, at a special meeting, names the club he wishes to sponsor and the maximum number of members desired; (2) the names of these clubs are then arranged on a form and submitted to the pupils who (3) select a first, second and third choice; (4) each home room teacher compiles a list of names for each club; (5) at a second faculty meeting the lists are discussed and pupils are assigned clubs, due consideration being given to first choice when possible.

All clubs maintain their initial membership for at least one semester, and occasionally for the whole year. Club meetings are scheduled for the last period, one day a week, usually Friday. This universal single club period eliminates any possibility of a pupil participating in more than one activity.

CHAPTER II

SURVEY OF RELATED LITERATURE

Clubs, as an aid in education, deal with adolescent (pupil) and adult (teacher) activity interests. McKown's[1] four objectives of school clubs, (1) to capitalize gregariousness, (2) to widen and deepen student interests, (3) to motivate and enrich classroom work, and (4) to develop worthy social ideals, attitudes and habits, cannot be attained unless the interests of pupils and teachers coincide. Scientific measurement of activity interests will determine to what extent the above objectives are possible.

Early Development

Fryer[2] lists two kinds of interest inventories, (1) structural - a list of stimulating objects and ideas, and (2) functional - a list of human reactions or activities.

The point of view of the person answering the inven-

1 McKown, Harry C., Extra Curricular Activities. New York; The Macmillan Company, 1937, pp. 161-164.
2 Fryer, Douglas, The Measurement of Interests. New York; Henry Holt and Company, 1931, p. 29.

tory will, to a great degree, determine whether the inventory is structural or functional. A scroll of occupations, by one might be considered a list of tools, by another a group of activities.

The structural type of inventory has played a small part in the investigation of interests.[3] The earlier inventories contained many items which were considered objects, but now are believed to have been functional or activity. It is also found that occupations overlap, due to common functions of activities found throughout a large occupation. This frequent misinterpretation, and "because the activity inventory has formed a definite line of investigation", had led to the erasing of distinctions, thus forming a comprehensive activity inventory.

The Activity Inventory

Two methods are commonly followed in formulating the activity inventory.[4] According to Fryer these are: (1) classification of activities into groups of common activities, and (2) the assembling of these groups into more inclusive categories. For example, clubs may be classified functionally into art, needle, literary, special interest, science and mathematic, craft, music, government and ser-

3 Ibid. p. 29.
4 Ibid. p. 29.

vice, sport and social work. These activity divisions would then be arranged in a blank or inventory. The testee is asked to signify his interest in, or aversion for, each activity.

Schneider[5] in 1913 published a list of occupational functions or opposing characteristic types of work. This initial list of occupational functions has been extensively used as a model for similar later lists.

Miner's[6] Analysis of Work Interests, a refinement of Schneider's list, proposes to discover special interests and abilities by suggesting how to observe one's own likes and dislikes. Miner[7] also prepared an interest blank to study the work interests of high school boys and girls, which resulted in the measurement of interests and the classification of workers by such measurements. Mills'[8] personal interview method of analyzing the general activity interest of college engineering students is by stimulating the individual to estimate his interest in activities after listening to an explanation of a classification.

5 Schneider, Herman, "Selecting Young Men for Particular Jobs", American Machinist. 1913, 38, pp. 597-600.

6 Miner, J. B., "Analysis of Vocational Interest". School Review. 1925, 33, pp. 744-754.

7 Miner, J. B., "A Method of Evaluating a Psychograph for Vocational Guidance". Journal of Educational Psychology. 1926, XVII, pp. 331-340.

8 Mills, John, "Engineer Aptitudes, An Interviewer's Method of Determining Basic Aptitudes in Engineering Graduates." Journal of Personal Research. 1924-25, III, pp. 197-206.

His major divisions were, (1) technical occupations (ideas, men things and symbols): (2) engineering courses (theory, design, etc.); (3) interests (technical, supervisory, and (4) ambitions (financial, honor, etc.)

The study and measurement of activity interests in individuals is based upon the control of (1) the "information error", and (2) the "generalization error". The individual's estimate of his activity interests is governed by his knowledge of the activity. Insufficient knowledge means unreliable answers. The second factor is controlled only through careful and weighted deliberation of the interest returns.

From a review of these early studies, we find that testees were asked to indicate their degree of interest by these three symbols:

1. Like - an enjoyable feeling as one is stimulated by an activity.

2. Indifferent - no definite feeling, a passive attitude as one is stimulated by the activity.

3. Dislike or aversion - a strong, unpleasant feeling, as one is stimulated by the activity.

Later Development

The later development is studying interests resulted in a standardization of interest blanks or inventories. This standardization commenced when the items were com-

pared with results. Much of the credit for this early movement in standardization goes to the members of the Yoakum seminar (1919-1920) at Carnegie Institute, and to Strong at Stanford University and Paterson at the University of Minnesota, who increased the scop and range of the blank and developed suitable scoring keys. Garretson[9] has also developed a similar blank for use with ninth grade pupils in high school. At the present time no standardized blank is available for use in the elementary school.

Ream and Freyd, with other members of the Yoakum seminar, in 1921 prepared the first standardized form, known as the Carnegie Interest Inventory. This blank, from which many adaptations have been made for specific purposes, was composed of two parts, (1) occupational interests, seeking for occupation preferences, and (2) general interests, asking for choices of physical, mental and other qualities of people. In 1923 this inventory was revised, eliminating certain activities, and published under the title, "Interest Analysis".

Freyd's[10] "Occupational Interests", an adaptation of

9 Garretson, O.K., Relationships Between Expressed Preferences and Curriculum Abilities of Ninth Grade Boys. Teachers College Columbia University, Cont. to Educ. No. 396, 1930.

10 Freyd, Max, Occupational Interests, Inventory for Men and Women. Chicago; C. H. Stoelting Company, 1923.

the occupational part of the Carnegie Interest Inventory, was published in 1923 and included two forms, one of eighty items for men, and one of sixty-seven items for women. The range of symbols was increased from three (like, indifferent, aversion) to five (like very much, like, indifferent, dislike, dislike very much). No explanation was given for this change in recording the degree of feeling.

Kornhauser's[11] general interest inventory is a long ticket of items relating to people, amusements, sports, hobbies, books, magazine, college studies, social and racial problems. He has included in his 164 items, the 126 entries in the general part of the Carnegie Inventory. The extreme feelings were not considered separately, but were combined, thus going back to the original Carnegie Inventory.

At the University of Minnesota, Paterson[12] arranged a refinement of the Carnegie Inventory for use in personnel work with students in college. He included occupational, as well as general, items. Part I is a roll of 100 occupa-

11 Korhjauser, A.W., "Results from a Quantitative Questionnaire on Likes and Dislikes Used With a Group of College Freshmen". Journal of Applied Psychology. 1927, XI, pp. 85-94.

12 Paterson, Donald, The Minnesota Interest Inventory. New York; New York University, Department of Psychology.

tional items. Part II is a list of 100 items sampling the general interests of college students. In addition to the usual three symbols, "like", "Indifferent" and "dislike", Paterson introduced a new one, "U", this figure to be marked if the item was unknown.

Hubbard's[13] "Interest Analysis Blank" was prepared for boys. Basically, the blank was founded upon the Carnegie Inventory, although the Minnesota revision and administration technique is followed with slight changes.

At Stanford, Cowdery[14] first revised the Carnegie Inventory in 1924, formulating his "Interest Report Blank", which was later used by Strong in his researches on occupational groups. Cowdery retained the three symbols, "like", "indifferent" and "dislike" which he used for both the occupational and general interest sections. His list contains 84 occupations, 78 types of people, 34 sports and amusements, 6 kinds of pets, 13 kinds of reading, 23 miscellaneous activities and 25 school subjects. With but the exception of 8 occupations and 29 general list items, his revision was identical with the Carnegie Inventory.

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13 Hubbard, R.M., "A Measurement of Mechanical Interests". Pedagogical Seminar and Journal of Genetic Psychology. 1928, 35, pp. 229-254.

14 Cowdery, K.M., "Measurement of Professional Attitudes. Differences Between Lawyers, Physicans and Engineers". Journal of Personal Research. 1926-27, V. pp. 131-141.

Strong's[15] "Vocational Interest Blank" is one of the foremost inventory developed for the study of adult interests. This blank is not only a revision of Cowdery's blank, but it is based upon extensive research carried on at Stanford University. The interest blank contains 420 items, an increase of 157 over Cowdery's. These items were added to increase the validity of the measure. All items were arranged in eight parts, (1) occupations, (2) amusements, (3) school subjects, (4) activities, (5) peculiarities of people, (6) order of preference of activities, (7) comparison of interests, and (8) rating of present abilities and characteristics. It will be noted that several new sections appear in addition to those listed by Cowdery. Because the character of the sections vary, separate directions are given for each part.

Validity of Interest Measurement

Inventories, questionnaires, blanks and rating scales, as has been indicated, have appeared in many forms and at various intervals in an effort to measure an individual's

15 Strong, E. K., "An Interest Test for Personnel Managers". Journal of Personal Research. 1926-27, V, pp. 194-203.
_____, "Diagnostic Value of the Vocational Interest Test". Educational Record. 1929, X, pp. 59-68.
_____, "Procedure for Scoring an Interest Test". Psychological Clinic. 1930, XIX, pp. 63-72.

interests.

The value of such forms is dependent on their validity. Fryer[16] suggests four methods: (1) orientation method-increasing knowledges and activities, tryout courses, reading, etc., (2) the interest inventory - classifying stimulating objects or activities and dislikes, (3) objective score for the inventory - summarizing the expressions in number two into a score representing degrees of interest in a distinct field, profession, etc., and (4) the rating scale-estimating comparative interest in objects or activities on a numerical scale of values.

In this study methods two (the interest inventory) and three (objective score) will be utilized to secure validity.

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16. Op. cit. pp., 57-58.

CHAPTER III

METHOD OF THE INVESTIGATION

Two scientific methods of investigation are applicable to the solution of our major problem. As a means of securing the necessary data regarding avocational club interests, one may use either the interview method or the questionnaire method. To a great extend upon the choice of the method depend the significance, nature, scope and cost of the data. Before definitely selecting one of these methods it would be well to understand the fundamentals of each.

Choice of Method

The interview method[1], to a great measure, is based upon the premise that direct contact will result in securing more accurate data. This method is quite apt to result in expressions of feelings based upon hurried judgments. The breadth of the study employing this method will be re-

1 Crawford, Claude C., The Technique of Research in Education. Los Angeles; University of Southern California, 1928, Ch. IX.

stricted to the subjective opinions of a few. This is due to insufficient time and money. Unless it is possible to carry on the study over a long period of time, involving additional cost and deferment of goals, or unless it is possible to secure the necessary data from a few individuals, some other method of attack should be used.

The questionnaire method[2] is a device which may be utilized in collecting data. The reliability of the questionnaire, to a very great extent, is governed by: (1) the ability of the people questioned to comprehend the questions asked, (2) their willingness to cooperate, (3) the use of clear-cut, understandable words, and (4) the necessity for making adequate provisions whereby all those questioned will receive common directions.

There are several conditions which have resulted in the selection of the questionnaire method. At the present time it is not the purpose of this study to secure expressions of the intensity of likes or dislikes, but rather, to obtain the presence or absence of such feelings. This method was selected also in order to secure the personal expressions from every member of the fifth and sixth grades and from the entire teaching force. It would

2 Ibid. Ch. X.
Good, Carter B., How To Do Research in Education. Baltimore; Warwick and York, Inc., 1929, pp. 133-140.

be practically impossible within the limited time afforded to employ any other method. Furthermore, by the careful arrangement of the individual items on the interest blank and by the adequate employment of the scientific method in treating the data, it was felt that any shortcomings which the questionnaire method involves will be offset.

Formulating the Interest Blank

After a study of the educational surveys relating to club activities[3] in which the adolescents of an elementary school might be interested, a tentative Interest Blank was formulated employing ten major divisions, i. e., (1) art activities, (2) needle activities, (3) literary activities, (4) special interest activities, (5) science and mathematic activities, (6) craft activities, (7) music activities, (8) government and service activities, (9) sport activities, and (10) social activities. So as to enable the person answering the blank to add any additional activities

3 Reavis, William C. and Van Dyke, George E., Non-Athletic Extra Curriculum Activities. Bulletin 1932, No. 17, National Survey of Secondary Education, Monograph No. 26, Washington, D.C.; United States Printing Office, Ch. II, III.
Otto, Henry J. and Hamrin, Shirley A., Co-Curricular Activities in the Elementary Schools. New York; D. Appleton-Century Company, Inc., 1937, Ch. I, V, VII, VIII.
Brooks, Fowler D., The Psychology of Adolescence. New York; Houghton Mifflin Company, 1929, Ch. X.
Fryer, Douglas; The Measurement of Interests. New York; Henry Holt and Company, 1931, Ch. II, III, VII, X.

for which he might have a definite feeling, an extra sheet was placed at the end of the questionnaire. In this first blank the individual activities included under each of the ten groups were listed by single words, such as, cartoons, current events, etc. To test the efficiency and understanding of the wording of the questionnaire, it was submitted to an advisory faculty committee for criticism. As a result of their questions it was deemed advisable to reconstruct the wording of the activities under each group heading, employing the use of phrases instead of single words. With this refinement the questionnaire was offered to a group of students in the high school that are members of the Future Teachers of America for suggestions. After minor changes, the questionnaire was tested on a group of unselected boys and girls of the fifth and sixth grades. This preliminary test demonstrated conclusively that the wording and phraseology of the activity groups were clearly understood and the directions and methods employed were adequate. It was found that the blank could be easily answered in a single class period of forty-five minutes.

Accuracy of the Interest Blank

As a preliminary conditioning experience, a week before the test was officially administered, all fifth and sixth grade teachers informed their classes that they

were to be asked to fill out a questionnaire expressing their feeling toward various activities. The results obtained were to be used for the formulating of their club program. They were also shown the actual form. This step was taken so that there would be time for the students to become conscious of those activities in which they might want to participate. To further secure uniformity in the administering of the test (1) the faculty, as a group, was requested to make certain notations concerning the meaning and content of words which, it was felt, might trouble the student in filling out his individual blank; and (2) all classes were gathered in the auditorium, at which time the official directions were given and the blanks were filled out. Besides these precautions to prevent misunderstanding, there was every indication of rapport on the part of students and teachers. All the students seemed to be willing and anxious to cooperate. To prevent back-checking on the student blanks, they were informed that, (1) no names or identification marks of any kind were to appear on their blanks, (2) they were to feel perfectly free in indicating their preference, and (3) on the last paper of the blank they were to add any other activities for which they had any attitude, either for or against. All students were quite familiar with the directions and knew that their replies would not rebound and cause they any personal em-

barassment. When there is no danger of jeopardizing their own social status, students generally answer truthfully and freely. The blanks were fully and naively answered.

Tabulating and Checking Results

In tabulating the results, the ten groups were subdivided into three divisions, namely, boys, girls and advisors. Under these three headings, individual reactions to each of the 77 original activities were scored as in the interest blank, i.e., like, indifferent, dislike. All of the 74 extra additional activities, which were recorded on the last sheet of the blank, were placed with their logical groups. The tabulations for each group were then consolidated on a master sheet.

For comparative purposes in discussing specific activity interests within a group, the reactions were figured in percentages. Collations were drawn according to their respective positions and arranged in an arithmetical progession, the largest percent raking first.

PART II

SUMMARIES

OF

CLUB INTEREST BLANK

CHAPTER IV

FACTORS AND CONSIDERATIONS

Of basic importance to the solution of the problem are the factors and considerations by which the problem is controlled and governed. In forming clubs one must build upon the material which is at hand. It is not only the business of education to discover what desirable characteristics each student has or is likely to have, but it must also assume the task of developing or instilling those interests or abilities deemed necessary for worthy social participation. The organization of a program of activity clubs involves the recognition and understanding of certain basic elements. The following factors are considered of significance: (1) the age of the pupils and faculty, (2) the sex of the pupils and faculty, (3) their nationality and (4) the occupation of the parents of pupils and teachers.

Age Outcomes

The inferences which can be drawn from a study of

ages in regard to activity interest are limited, due to the fact that it is very difficult to definitely bound interests by years. It is unwise to assume that certain ages will have certain interests. It is, however, possible to generate new likes and intensify or revive old likes. According to Strong[1], in his study of "Change of Interests With Age", the rate of change in interest does not take place uniformly from decade to decade. He also found that, in general, the things we like most in our early years are liked better and better with increasing age.

Table I shows the range of ages of pupils by rooms, grade and sex. The ages for boys and girls for the fifth and sixth grades vary from 10 years to 13 years. In the fifth grade the median age of the boys is 10.5 years, while the median age of the boys in the sixth grade is 12.5 years. This indicates that there is an increase over and above the customary one year usually expected for the completion of a grade. These figures also show that the boys might be expected to exhibit a tendency to be interested in activities of a nature other than those termed "school subjects", very definitely showing that their interests are either placed elsewhere than on school work or

1 Strong, Edward K., Change of Interest With Age. California; Stanford University Press, 1931, pp. 20-24.

that school work, as such, does not appeal to them in its present form.

The median age of the girls for the fifth grade is 10.6 years, and increase of .1 of a year from that of the boys for the same grade. At this stage the boys and girls of the fifth grade are quite uniform in regard to age. Contrast this situation with the one existing in the sixth grade. Theoretically, we would expect to find approximately the same range of ages existing in the sixth grade. Such is not the case. The median age of the boys in the sixth grade is 12.5 years; that of the girls, 11.7 years, a difference of .8 of a year in favor of the girls. The contrast of ages within the grades, while not a startling difference, does show that the girls are progressing, scholastically at least, at a more rapid pace than the boys. This is evidenced by the figures, which show the median age of the girls in the fifth grade to be 10.6, while the median age of the girls in the sixth grade is 11.7 years, an increase of 1.1 of a year for the completion of a full year of academic work.

In a later part of this study, the assertion that the boys are interested in activities of a non-scholastic basis, while the girls tend to favor activities which are closely related to regular school work, will be definitely

TABLE I

AGES OF PUPILS BY ROOM, GRADE AND SEX

	Room	Sex	Ages				Median Age
			10	11	12	13	
Grade 5	F-20	Boys	4	3	3	-	
		Girls	10	7	5	-	
	F-21	Boys	5	5	4	-	
		Girls	12	6	1	-	
	F-22	Boys	2	6	2	-	
		Girls	4	2	2	1	
	F-23	Boys	8	4	1	-	
		Girls	15	3	3	-	
	F-24	Boys	9	4	2	-	
		Girls	11	6	3	-	
	F-25	Boys	9	5	2	-	
		Girls	9	4	2	1	
	F-26	Boys	8	4	4	-	
		Girls	10	8	1	-	
	Total	Boys	45	31	18	-	10.5
		Girls	71	36	17	2	10.6
Grade 6	F-27	Boys	-	4	3	6	
		Girls	-	14	8	-	
	F-28	Boys	-	6	5	9	
		Girls	-	9	4	2	
	F-29	Boys	-	4	6	4	
		Girls	-	10	4	3	
	F-30	Boys	-	4	11	4	
		Girls	-	11	4	1	
	Total	Boys	-	18	25	23	12.5
		Girls	-	44	20	6	11.7
	Grand Total	Boys	45	49	43	23	12.1
		Girls	71	80	37	8	11.7

proven.

Table II shows the range and distribution of the ages and sex of the faculty members. From this table it will be noted that only approximately 14 per cent of the faculty are men. It will, therefore, be not at all surprising to find the interest of the faculty closely correlated with those of the girls. The median age of the women teachers is 34.4 years. This figure indicates that, as a group, the women teachers would be considered a young faculty. It is likewise toobe noted that the men teachers have a still lower median age of 33 years. Due to the low median age of

TABLE II

AGES AMD SEX DR FACULTY

Ages	Women	Men	Total
46-50	4	-	4
41-45	5	-	5
36-40	5	2	7
31-35	16	2	18
26-30	4	1	5
21-25	4	-	4
Unclassified	1	1	2
Total	39	6	45
Median	34.4	33	33.7

the faculty, it is not surprising to find a high degree of agreement in relation to likes for various activities. It is only in those activities which rather definitely belong to a particular sex that much disagreement is found.

This study of age outcomes leads one to believe that those interests which are found to be enjoyable and worthwhile in adolescent years tend to point quite definitely toward the activities which we will later enjoy as men and women.

Sex Inferences

The study of activity interests reveals results which can be traced directly to sex differences. As a result of the information which has been gained from this study, it is discernible and understandable why some of the activity programs, which in the past have been fostered in the junior high schools, have catered to femine interests. Table II reveals that there are 39, out of a total elementary faculty membership of 45, which are women. This is approximately 86 per cent. This large percentage of women teachers is not at all unusual. In fact, it is quite common. As a result, we find that in various groups the activity interests of the faculty are greatly influenced by sex differences, particularly in Group II (Needle Activities) and Group VI (Craft Activities). Only in a few cases, notably those in Group VIII (Government and Service

Activities), has the interest of the faculty been in very close agreement with the interests of the boys. In striking contrast to this situation we find that the interests of the faculty are closely related to the interest of the girls in Group IX (Sport Activities) and Group X (Social Activities).

Again, in the case of the likes of the boys and girls, we find differences which can be directly attributed to sex, as in Group II (Needle Activities). A few groups, notably Group I (Art Activities), Group III (Literary Activities) and Group X (Social Activities), show agreement in the likes of the boys and the girls.

Nationality Considerations

The conditioning which a person receives and his status in society are largely determined by his group relations. When people from other lands emigrate to this country they bring with them the mannerisms, customs and interests of their native lands. Thus we find Canadians, Germans, Scotch and other nationality groups, settling in specific areas. They consider themselves separate groups and, as such, attempt to maintain old-world customs and interests. It is not only an Americanization problem to assimilate these people into the life of our country, but it is also an educational problem to interest these immi-

grant groups in desirable activities. It is a question to what degree these nationalistic groups are interested in and anxious to participate in the life of activity groups other than those which are familiar to them.

While this study has not attempted to ascertain the degree to which various nationality groups have accepted the interests and activities of this, their new home land, it is a problem which might well be of considerable value in formulating the whole extra curricular program.

Table III shows the distribution of the nationalities of the parents of pupils and teachers. As a result of the classification of those answering this question, we find that there are 21 nationalities represented. This question was unanswered for 20 fathers and 11 mothers of pupils. The distribution is as follows: 346 or 44.9 percent Polish; 324 or 42.0 percent Americans; 32 or 4.2 percent Canadians, and 12 or .9 percent Scotch. This leaves 57 or approximately 8.0 percent scattered throughout the remaining 17 countries.

Some activity interests are common to many lands, while others are nationalistic in scope. Baseball is considered an American sport, yet, at the present time, the game is being played throughout practically the whole world. Needlecraft activities are world-wide. Due to nat-

TABLE III

NATIONALITY OF PARENTS

Country	Pupils		Teachers		Total
	Father	Mother	Father	Mother	
Albania	1	1	-	-	2
Armenia	1	-	-	-	1
Austria	-	1	1	1	3
Canada	12	16	2	2	32
England	1	2	1	1	5
France	3	3	-	-	6
Poland	186	153	3	4	346
India	1	-	-	-	1
Ireland	3	3	1	-	7
Italy	-	-	2	2	4
Norway	1	1	-	-	2
German	1	2	-	-	3
Russia	2	-	3	3	8
Scotland	5	2	3	2	12
South America	1	-	-	-	1
Spain	2	1	-	-	3
Sweden	3	2	-	-	5
Syria	1	2	-	-	3
Turkey	1	1	-	-	2
United States	111	155	29	29	324
Wales	-	-	-	1	1
Unanswered	20	11	-	-	31

ionalistic art practices, craft activities have resulted in a variety of objects common to one people. Music is a universal langugge, yet it very clearly shows the affect of national characteristics.

Referring again to Table III we find many cases of international marriages, i. e., French marrying Italians, Canadian marrying Scotch, Syrians marrying Swedish and Americans marrying practically all nationalities. The effect such marriages would have on the activity interests of their children is at the present unknown. It is reasonable to expect, however, that children of such unions will have a wide range of activity interests.

Parental Occupations

The occupations of people, according to Counts[2] has a definite bearing on one's interests. His comment is well worth quoting, "Occupation is the central fact in the lives of the great masses of people ..... in large measure it determines his place of residence, his associates during the working day and his intimate acquaintances and friends of the leisure moment. If pursued for years it will set its mark on his physical nature and will stamp his mind with its special pattern. It will determine to a

2 Counts, George S., The Selective Character of Secondary Education. Chicago; University of Chicago Press, 1922, p. 21.

considerable degree what he does, what he thinks and his outlook on life." Occupation might well be considered a crude index of the sphere of one's activities.

The classification of occupations is not easy. Not only is it troublesome, but the application of such a classification is extremely formidable. Counts'[3] classification of occupations, as used in his investigation, is adequate for our purpose and will be used.

Table IV shows the classification of the occupations of the parents of the pupils and teachers. The occupation was unknown for 25 or 3.5 per cent of the total 712 pupil parents, and for five or 5.6 per cent of the total 90 teacher parents. There were 13 or 1.8 per cent of the pupil parents dead, and 15 or 16.7 per cent of the teachers' parents dead. Unemployed, represented by 73 cases of the pupil parents or 10.3 per cent, ranked second in importance, being exceeded only by personal service with 351 or 49.3 per cent. In the case of the teachers, personal service ranked first with 33 cases or 36.7 per cent. Unemployed ranked next with nine cases or 10.0 per cent. The other major groups for pupil parents resulted in the following figures; professional service, 13 or 1.8 per cent; managerial service, 15 or 2.1 per cent; commercial service,

3 Ibid. p. 22.

TABLE IV

OCCUPATION OF PARENTS

Occupations	Pupils		Teachers		Total
	Father	Mother	Father	Mother	
Proprietors	9	1	5	-	15
Professional Service	11	2	6	2	21
Managerial Service	13	2	1	-	16
Commercial Service	13	8	1	-	22
Clerical Service	4	5	-	-	9
Agricultural Service	1	-	4	-	5
Artisan-Proprietors	9	-	2	-	11
Building and Related Trades	26	-	2	-	28
Machine and Related Trades	7	-	1	-	8
Printing Trades	2	-	-	-	2
Miscellaneous Trades	36	11	2	-	49
Transportation Service	25	1	1	-	27
Public Service	2	-	1	-	3
Personal Service	43	308	-	33	384
Common Labor	62	-	-	-	62
Occupation Unknown	20	5	3	2	30
Dead	10	3	7	8	28
Unemployed	63	10	9	-	82

21 or 2.9 per cent; building or related trades, 26 or 3.7 per cent; miscellaneous trades, 47 or 6.6 per cent; transportation service, 26 or 3.7 per cent; common labor, 62 or 8.8 per cent. The remaining 40 parents, or 5.5 per cent, were distributed among seven occupations as noted in the table.

A study of the occupations of the remaining teacher parents shows that eight or 8.9 per cent are in professional service; two or 2.2 per cent are in building or related trades; two or 2.2 per cent are in miscellaneous trades; managerial, commerical and transportation services each have one or 1.1 per cent. The remaining 13 or 14.4 per cent are spread among the other seven occupations.

CHAPTER V

ACTIVITY GROUPS

The results of the reactions for all groups show a high degree of harmony. Exceedingly few groups reveal a sizable amount of rater disagreement.

This summary is based upon the raters' (boys, girl, teacher) attitudes toward 151 activities. Of these activities, 77 incorporated the original club inventory blank and 74 were added at the time of testing by some rater. The distribution of the added activities by groups is shown in Table V.

Two facts should be noted: (1) that the greatest number of activities were added to Group IX (Sport), Group IV (Special Interests) and Group VII (Music). This result might be expected, for adolescents not only tend to vigorous and strenuous play, but find pleasure in hand manipilative activities; (2) that the least number of activities were added to Group II (Needle) and Group X (Social). One of several factors might have caused this. The raters may not have favored activities of this type or the orig-

TABLE V

NUMBER OF ORIGINAL AND ADDED ACTIVITIES BY GROUPS

Activity	Groups										Total
	1	2	3	4	5	6	7	8	9	10	
Original	7	6	6	8	6	14	6	7	11	6	77
Added	6	2	5	8	3	5	8	6	29	2	74
Total	13	8	11	16	9	19	14	13	40	8	151

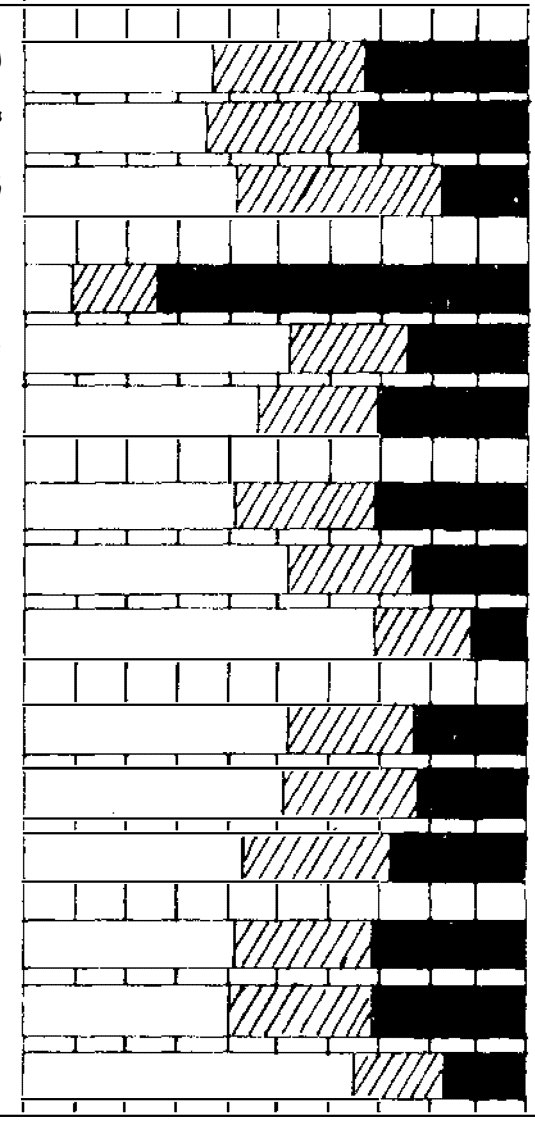
inal activities were inclusive enough to satisfy the interests of all.

Even though other groups disclosed nore added activities, Group VI (Craft) returned the highest number of rater expressions. Group IX (Sport) was second and Group IV (Special Interests) third. Group II (Needle) recorded the least. Table VI divulges a complete tabulation of all rater reactions by group for all activities, whether original or added. A graphic picture of these reactions for groups is afforded in Figure 1.

Raters' Likes For All Groups

The likes for all raters were closely knitted for Group I (Art Activities). The range varied but 6 points of per cent, from 35.0 per cent (girls) to 41.0 per cent

Activity Group	Rater	Percentage Like	Indifferent	Dislike
Art	B	37.5	29.5	33.0
	G	35.0	30.3	34.7
	T	41.0	40.7	18.3
Needle	B	9.7	16.1	74.2
	G	52.6	23.8	25.6
	T	46.8	22.8	30.4
Literary	B	41.9	26.4	31.7
	G	52.9	23.0	24.1
	T	69.8	18.9	11.3
Special Interest	B	52.5	24.4	23.1
	G	51.0	26.7	22.3
	T	43.3	28.5	28.2
Science and Mathematic	B	41.5	27.4	31.1
	G	40.9	27.3	31.8
	T	65.2	17.4	17.4



B - Boy
G - Girl
T - Teacher

Like
Indifferent
Dislike

Fig. 1 Summary of Likes, Indifferences and Dislikes For All Activity Groups

Activity Group	Rater	Percentage: Like	Indifferent	Dislike
Craft	B	50.6	24.4	25.0
	G	29.9	25.6	44.5
	T	38.0	31.6	30.4
Music	B	41.6	20.5	37.9
	G	41.1	28.8	30.1
	T	33.3	36.1	30.6
Government and Service	B	46.7	21.3	32.0
	G	53.3	22.8	23.9
	T	56.1	23.5	20.4
Sport	B	74.7	12.6	12.7
	G	56.3	18.4	25.3
	T	48.2	21.8	30.0
Social	B	45.4	20.2	34.4
	G	79.0	14.1	6.9
	T	74.5	16.6	8.9

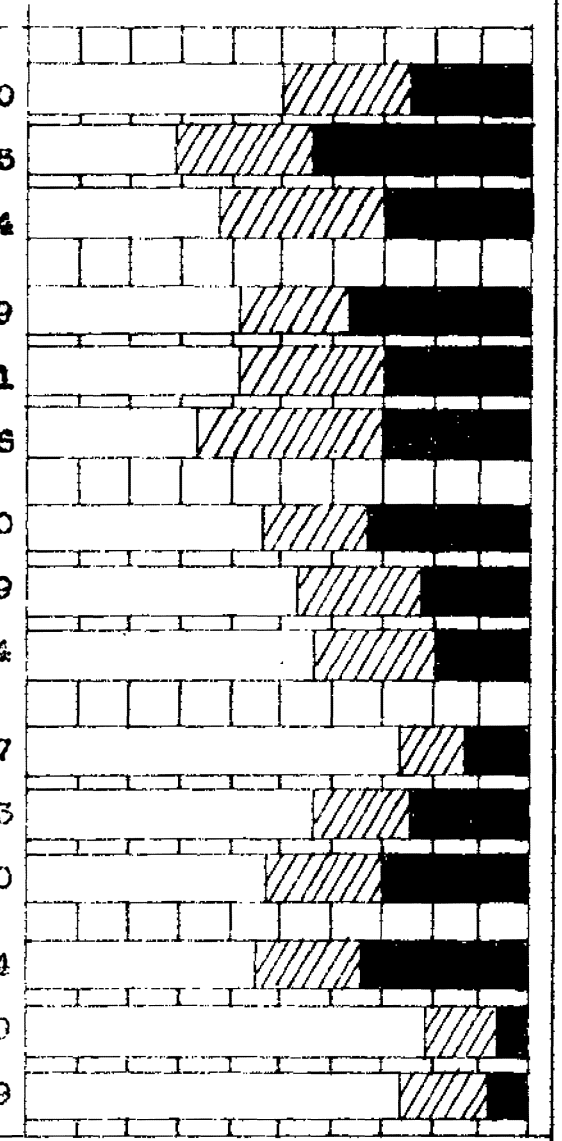


Figure 1 (Cont.)

(teachers), for an average liking of 37.5 per cent. Needle Activities (Group II) show no such agreement, although the girls and teachers' are as near. The boys, with 9.7 per cent register the lowest per cent of likes. This is not unexpected for few boys favor needlo activities.

The Literary Group (III) was not strongly favored by the boys. Even the girls revealed a higher percentage than the teachers.

Over 50 per cent of the girls and boys favored Special Interest Activities (Group IV). It is of significance that only 43.3 per cent of the teachers reveal a definite liking. This indicates that sponsorship for these activities may be difficult to secure. On the other hand, the teachers (65.2 per cent) like Science and Mathematic Activities (Group V). The boys and girls display unity, varying 1.5 points of per cent.

Craft Activities (Group VI) are well liked by the boys (50.6 per cent). Neither the girls (29.9 per cent) nor the teachers (38.0 per cent) so strongly favor them. On the 14 original activities, the raters concur with some degree of certainty for but one activity. With few exceptions, the boys delineate a greater percentage of likes than the girls or teachers (Figure 15).

As a group, Music Activities (Group VII) were not supported. The boys (41.6 per cent) were high; the girls

(41.1 per cent) second; and the teachers (33.3 per cent) low. This group the teachers accorded the lowest percentage of likes. Such a low teacher per cent may result later in administrative difficulties, even though the boys' and girls' likes coincide closely.

Government and Service Activities (Group VIII) again demonstrate unanimity between the girls (53.3 per cent) and the teachers (56.1 per cent). The boys, with 46.7 per cent, are not entirely excluded from the picture, for a

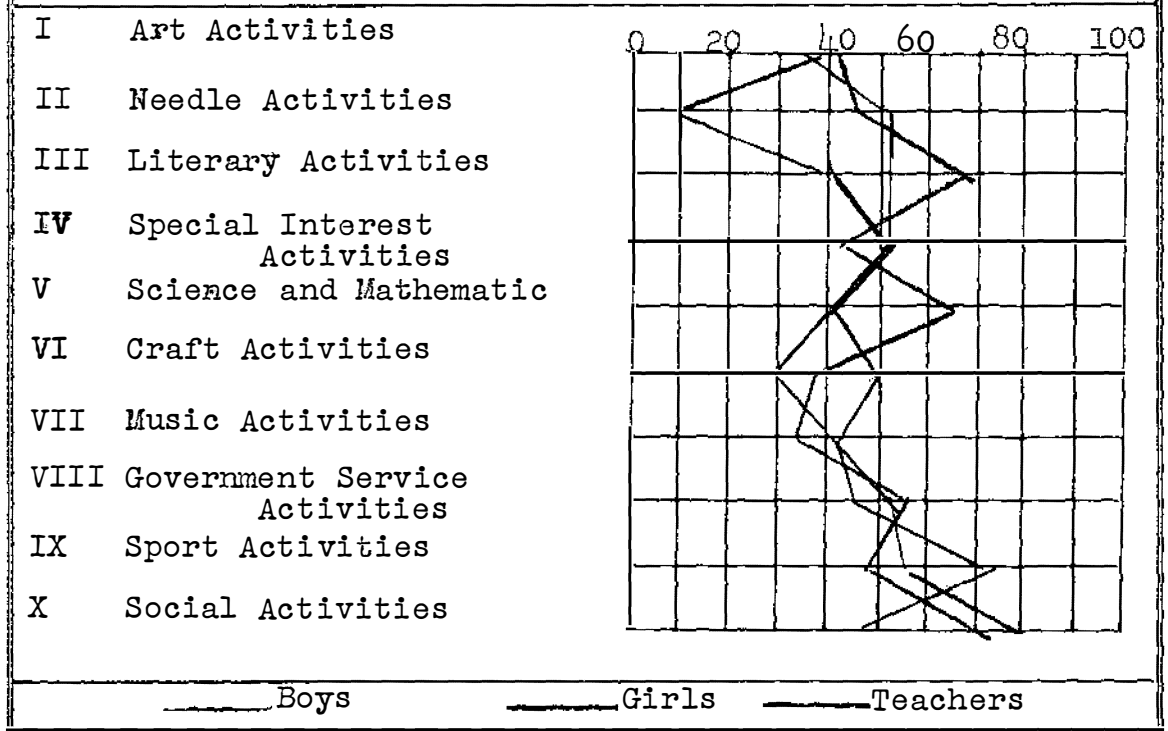


Figure 2
Percentage of Likes For All Activity Groups

difference of 10 points of per cent, while significant, is not startling.

Group IX (Sports) received the highest boy percentage of any (74.7 per cent). On the other hand, the teachers (48.2 per cent) are much less interested in sports than the girls (56.3 per cent). The only activities for which the teachers portrayed any degree of liking were, with one exception, non-competitive. Exercise and companionship were the key indicators (Figure 21).

Social Activities (Group X) were extremely popular with the girls (79.0 per cent) and teachers (74.5 per cent) Forty-five per cent of the boys indicated a liking, demonstrating that boys place value on social activities.

Figure 2 depicts the raters' likes for all groups. Group I, IV, VII and VIII have close congruency for all raters. Girls and teachers harmonize in Groups II and X. No groups reveal unity for the boys and girls.

Raters' Indifferences For All Groups

The raters' indifference for all groups are consistent in performance. The perdentages of indifferences are graphically pictured in Figure 3. Group II has the greatest per cent of variance from the mean and Group VII has the least. The mean of the three raters for all groups is 23.4 per cent. It will also be noted that the teachers and

boys show the greatest amount of change, either above or below the mean. The boys for five groups (II, VII, VIII, IX and X) are below the mean. The girls equal or exceed then mean for all groups with the exception of number III, VIII, IX and X.

Raters' Dislikes For All Groups

The dislikes (Figure 4) are almost the reverse picture of the likes (Figure 2). The boys' and girls' dislikes coincide in Groups I, IV, and V. The boys have a

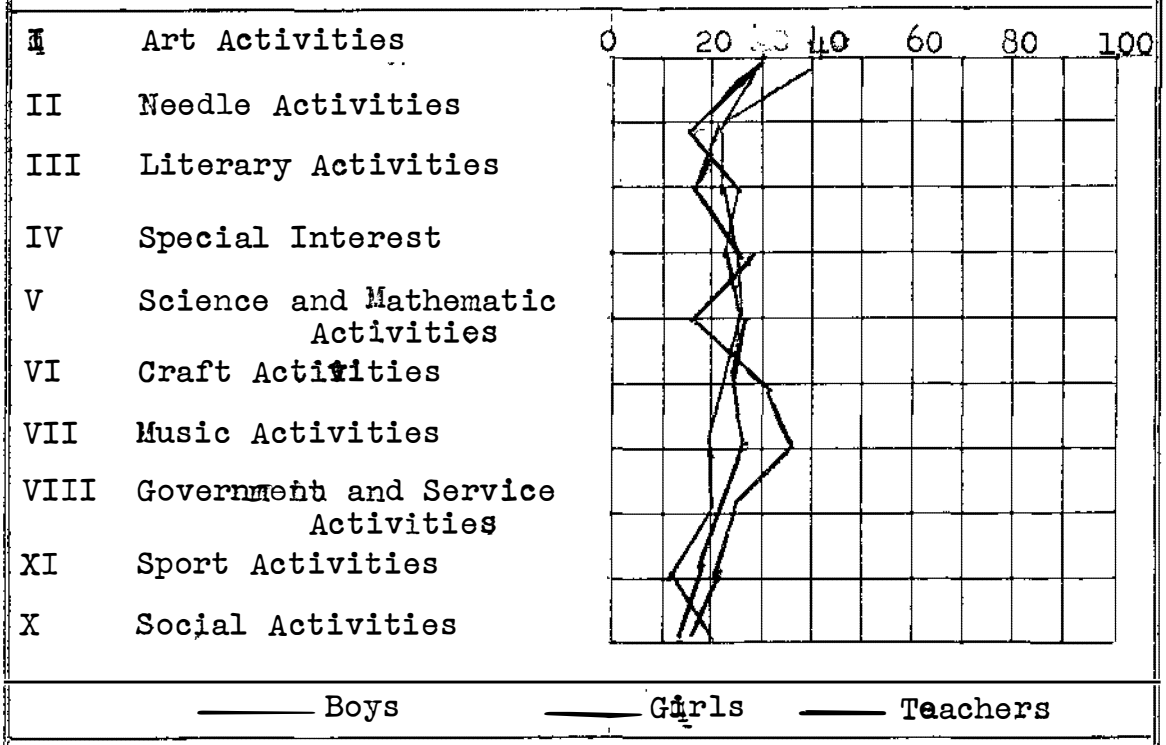


Figure 3

Percentage of Indifference For All Activity Groups

mean dislike of 33.5 per cent. In other words, over one third of the boys have a strong dislike for the activities included in this study.

The mean for the girls is much lower (26.9 per cent) even though 44.5 per cent disliked Craft Activities.

The teachers depict an even more pleasing picture. With Groups II, IV, VII, and IX revealing at least a 30 per cent dislike, the mean is only 22.6 per cent for all groups.

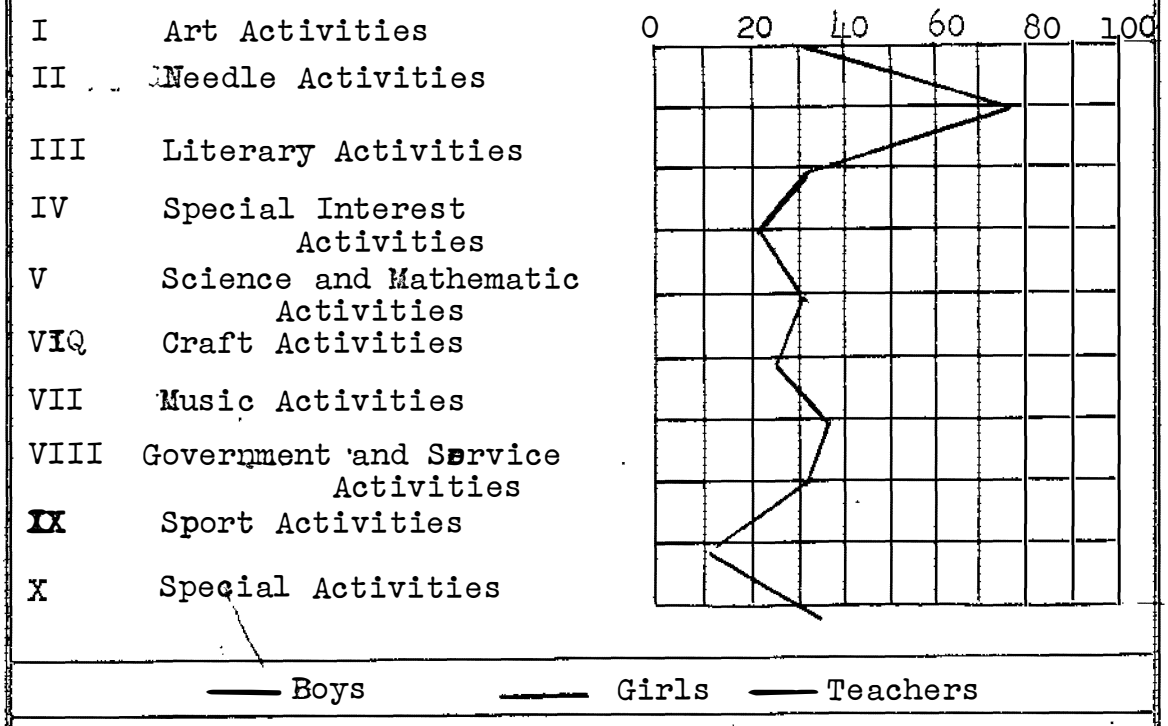


Figure 4

Percentage of Dislikes For All Activity Groups

PART III

ACTIVITY INTERESTS

CHAPTER VI

SPECIFIC ACTIVITY INTERESTS

Art Activities

Table VII is a complete tabulation of all activities reported in Group I. To the seven original activities, pupils and teachers added six others. It will be noted that on the six, six girls and five teachers registered feeling.

The likers for all raters are not extremely divorced from each other. The greatest variety is for drawing posters. The boys registered, with one exception (to draw posters), a larger per cent of likers for all activities than the girls. Their likes are greatest for activities of a manual nature (Figure 5).

The girls and teachers are not so closely allied as they are for activities in other groups. Those activities in which the variation is greatest are, to draw posters and to make marionettes.

Indifferences maintain about the same ratio as likes.

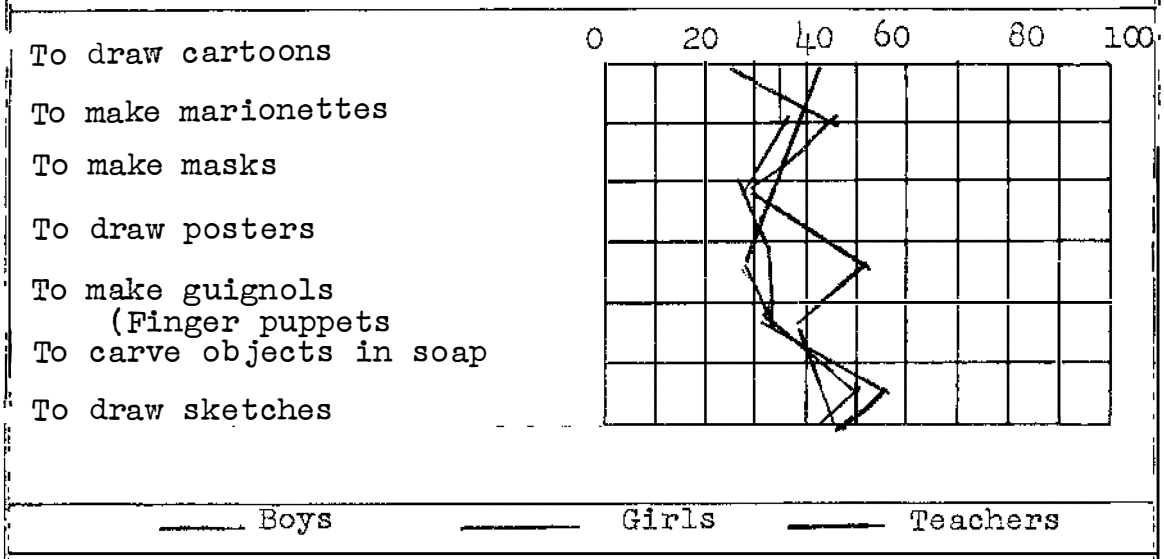


Figure 5
Percentage of Likes Group I Art Activities

The larger the per cent of likes, the larger the per cent of indifference. To draw cartoons (53.7 per cent) was more excessive for the teachers than any other activity. The boys and girls never vary more than 6 percentage points for any activity (Figure 6).

Dislikes are very consistent for boys and girls. The greatest disagreement is for drawing posters, a difference of about 10 points of per cent. None of the raters exhibit a drastic dislike for any of the activities.

Needle Activities

This group of activities demonstrates very clearly the predominance of sex influence. Table VIII is a summary of the raters' reactions to all activities. Only two

Activity	Rater	Percentage Like	Indifferent	Dislike
To draw cartoons	B	43.9	31.2	24.9
	G	35.7	36.2	28.1
	T	24.4	53.7	21.9
To make marionettes	B	38.6	35.4	26.0
	G	34.4	39.0	26.6
	T	46.5	37.2	16.3
To make masks	B	32.3	21.1	46.6
	G	28.9	24.2	46.9
	T	28.6	52.4	18.0
To draw posters	B	28.6	26.6	44.8
	G	33.0	32.0	35.0
	T	52.4	33.3	14.3
To make guignols (finger puppets)	B	32.1	33.3	34.6
	G	31.3	30.2	38.5
	T	38.0	47.8	14.2

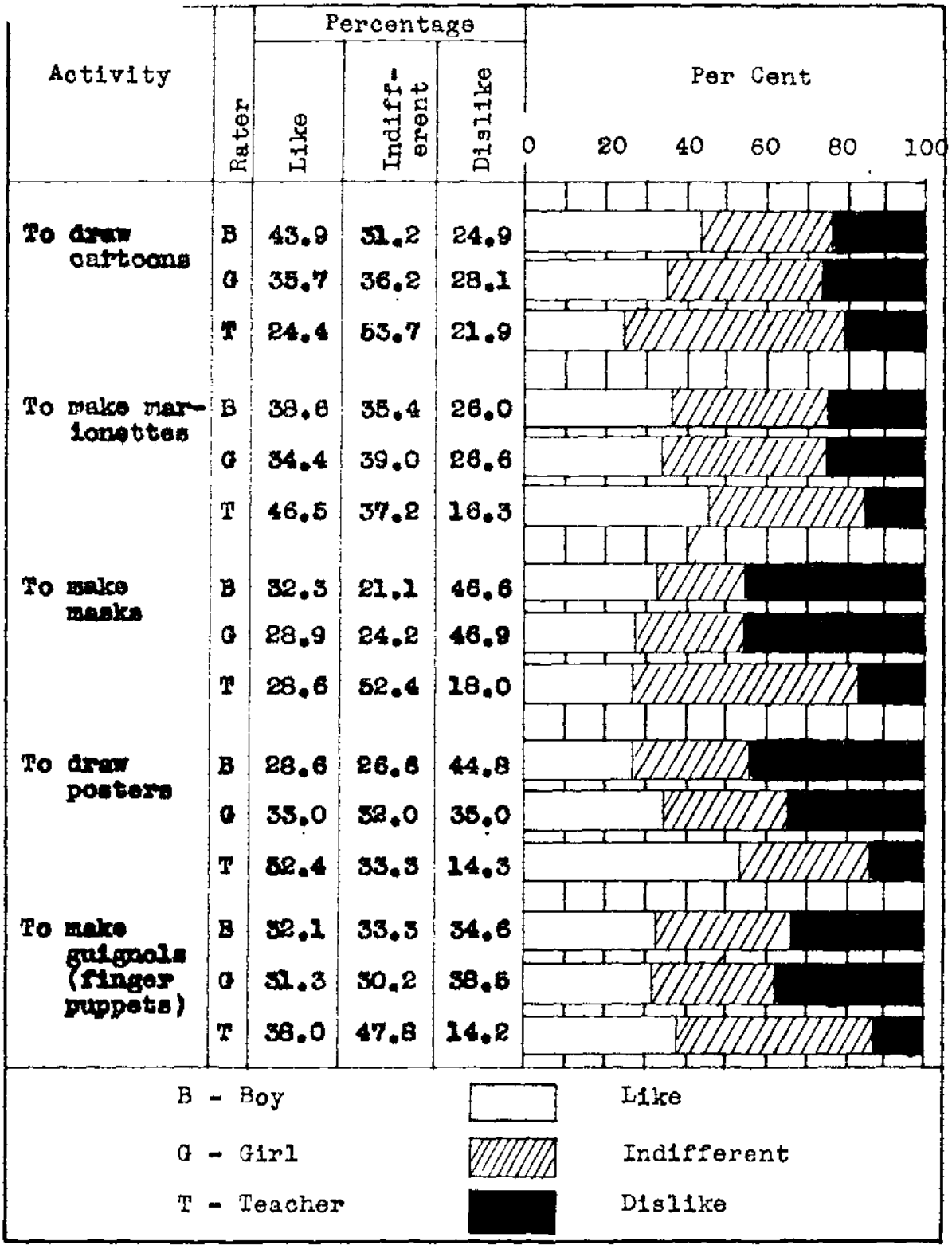
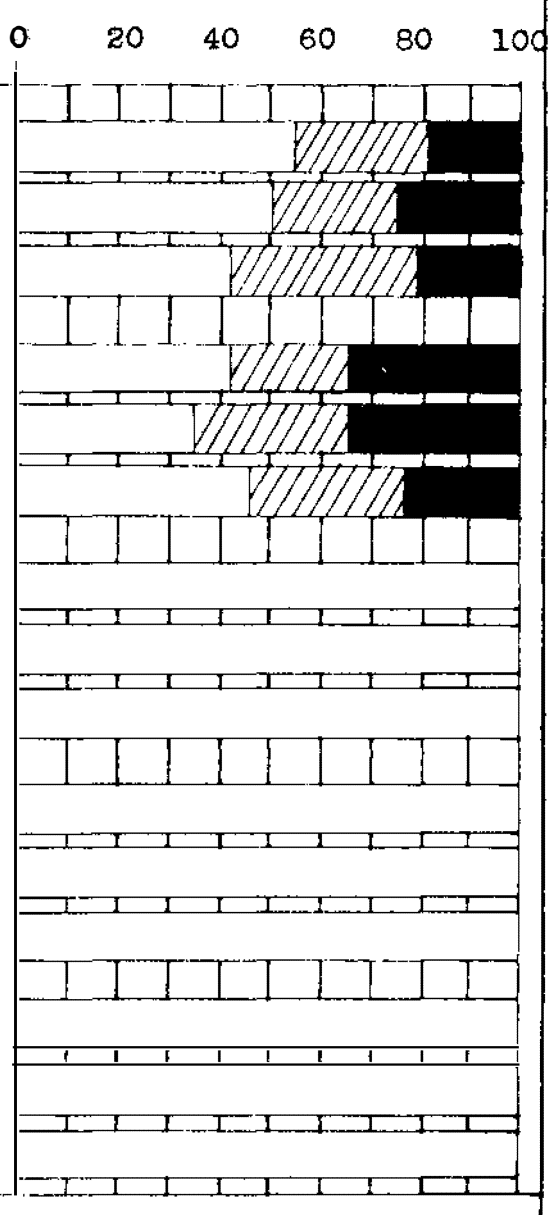


Figure 6
Percentages of Likes, Indifferences and Dislikes for Art Activities in Group I

Activity	Rater	Percentage: Like	Indifferent	Dislike
To carve objects in soap	B	55.4	24.8	19.8
	G	50.8	23.8	25.4
	T	42.9	35.7	21.4
To draw sketches	B	42.1	28.9	35.0
	G	37.1	27.3	35.6
	T	46.5	30.2	23.3



B - Boy
G - Girl
T - Teacher

Like
Indifferent
Dislike

Figure 6 (Cont.)

activities were added, each by a girl.

The percentage of boy likes for needle activities was very small, the high 17.2 per cent (to make hooked rugs), the low 4.5 per cent (to crochet). On the other side of the picture, both girls and teachers, in comparison, have high percentage values, the girls a high of 75.5 per cent (to embroider), the teachers 60.0 per cent (to knit), and lows of 18.0 per cent and 30.2 per cent (millinery - to make hats) respectively. It is evident that not even the girls and teachers are very fond of millinery. With few exceptions, the girls register a greater per cent of likes for activities than the teachers. These irregularities are, to make hooked rugs (46.5 per cent) and millinery (30.2 per cent) (Figure 7).

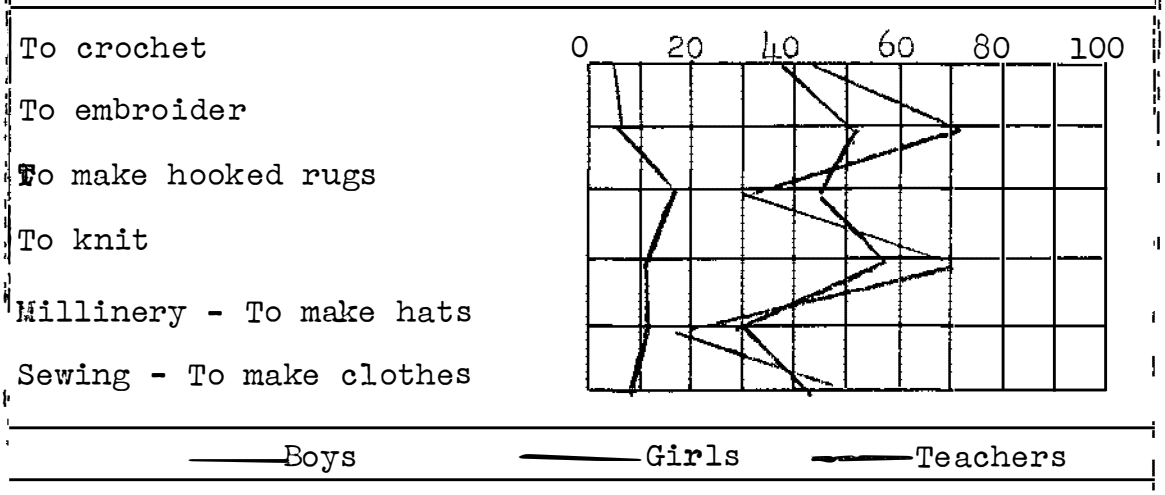


Figure 7
Percentage of Likes Group II Needle Activities

Activity	Rater	Percentage Like	Indifferent	Dislike
To crochet	B	4.6	12.9	82.6
	G	45.4	26.5	28.1
	T	40.0	24.4	35.6
To embroider	B	6.4	14.1	79.5
	G	75.5	11.7	12.8
	T	54.5	20.5	25.0
To make hooked rugs	B	17.2	19.7	63.1
	G	31.8	34.4	33.8
	T	46.5	23.3	30.2
To knit	B	10.8	14.7	74.5
	G	75.1	14.0	10.9
	T	60.0	26.7	13.3
Millinery - To make hats	B	10.2	15.4	74.4
	G	18.0	34.6	47.4
	T	30.2	25.6	44.2

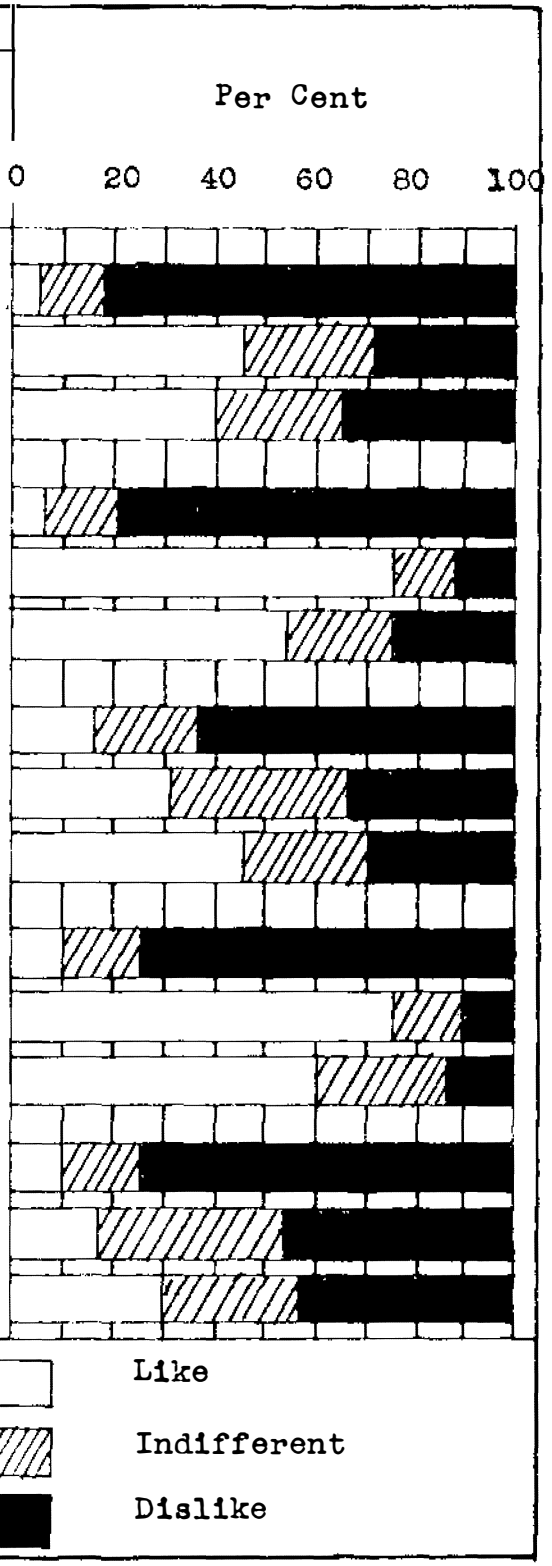


Figure 8
Percentage of Likes, Indifferences and Dislikes for Needle Activities in Group II

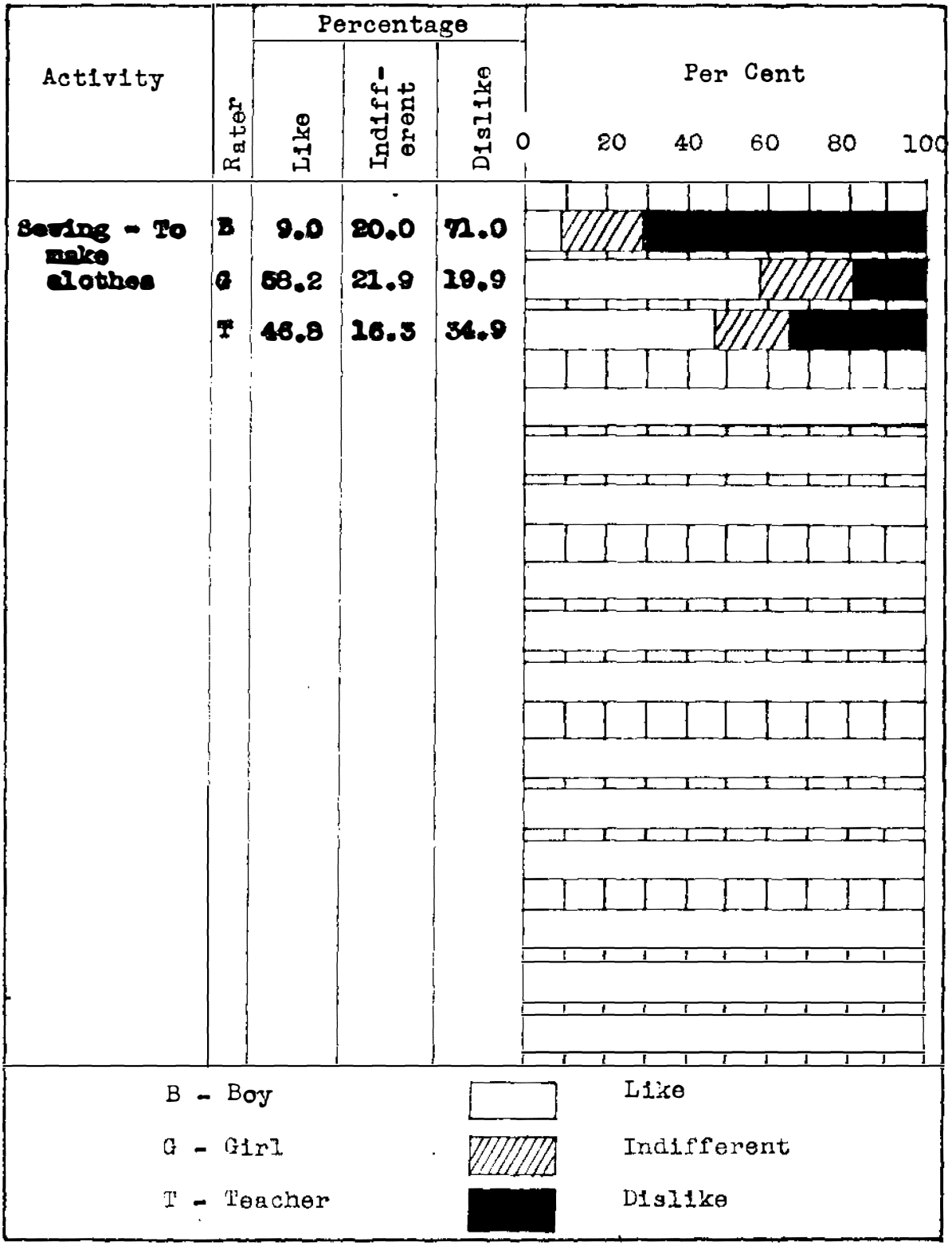


Figure 8 (Cont.)

Indifferences for the boys are but a slight increase over their likes. Very few activities show a marked increase in percentage. The girls and teachers conform closely in indifferences. Those activities liked least have the greatest indifferences (Figure 8).

The dislikes of the boys are great. To make hooked rugs (63.1 per cent) was low; to crochet (82.6 per cent) high. The girls reveal great aversion for but one activity (millinery - 47.4 per cent). This same activity was also disliked the most by the teachers (44.2 per cent).

Literary Activities

To the six original activities were added five others. Reactions were registered for these five activities by only eight girls and three teachers (Table IX).

Reading books was very popular, with 57.0 per cent of the boys, 75.0 per cent of the girls and 100 per cent of the teachers liking it. Only 18.8 per cent of the boys and 21.1 per cent of the girls liked to study public speaking. The teachers (42.2 per cent) liked to study journalism least. The boys show less liking for those activities which call for individual effort. With the exception of reading books, no activity was liked by more than 50 per cent of the boys. To study journalism is liked by the boys than the girls (Figure 9).

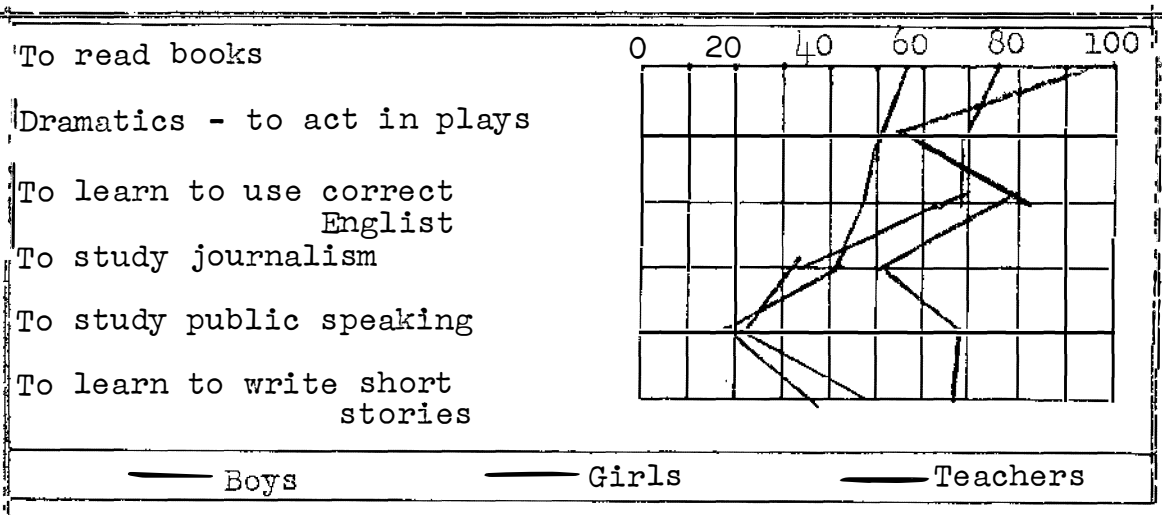


Figure 9
Percentage of Likes Group III Literary Activities

The only activity which the girls liked better than the teachers was dramatics. This might result from a chronic youthful desire to be the center of attraction. The teachers, on the other hand, liked best those activities with a definite reading background.

The raters were compact in their indifferences, seldom varying more than 7 points of per cent.

The boys reveal a strong dislike for activity in which they are required to speak alone or to write. The girls also concur in this finding. Teachers show the greatest dislike for acting. The 2.2 per cent of the teachers expressing a dislike for learning to use correct English may have done so believing they already knew English and, therefore, study was no long necessary (Figure 10).

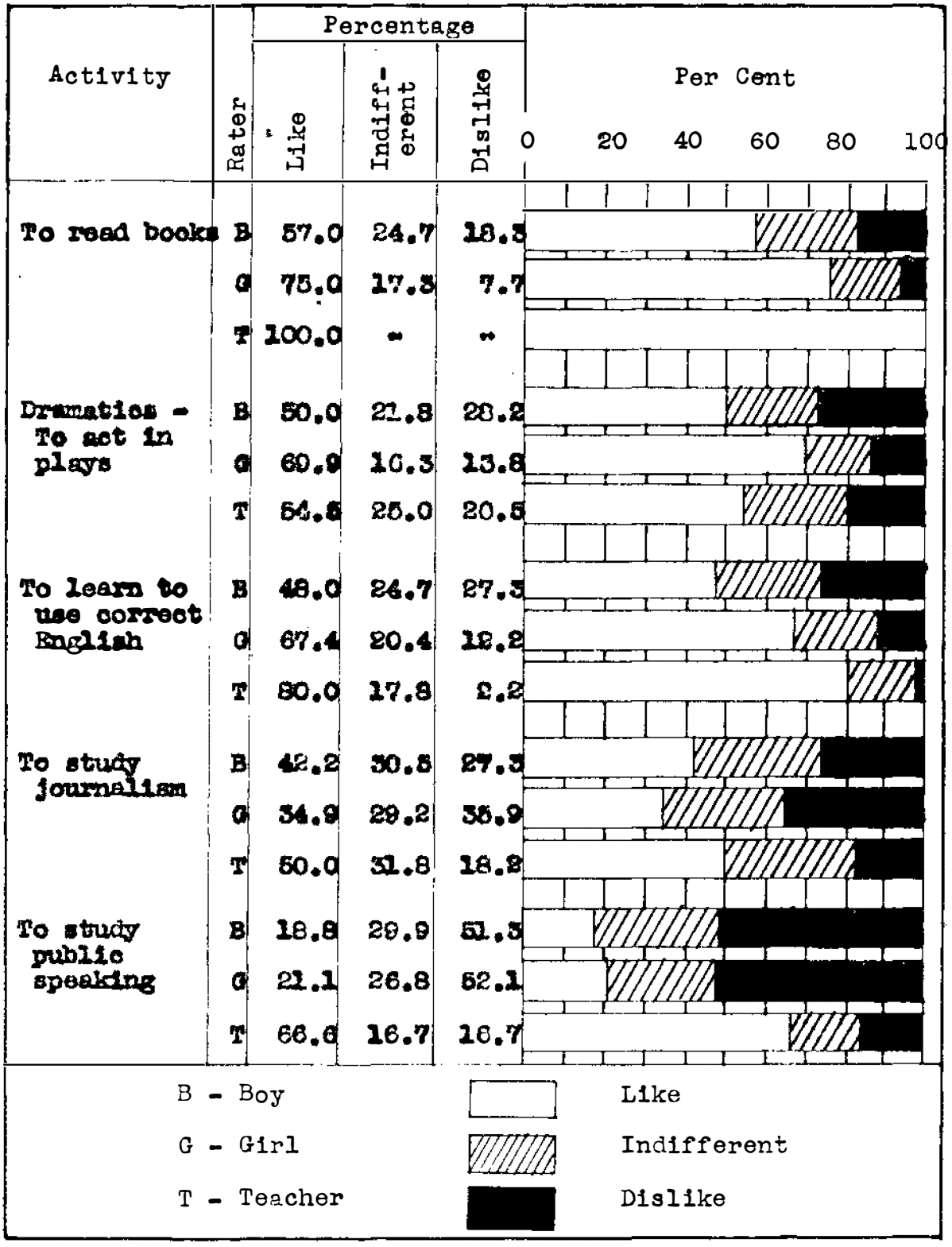
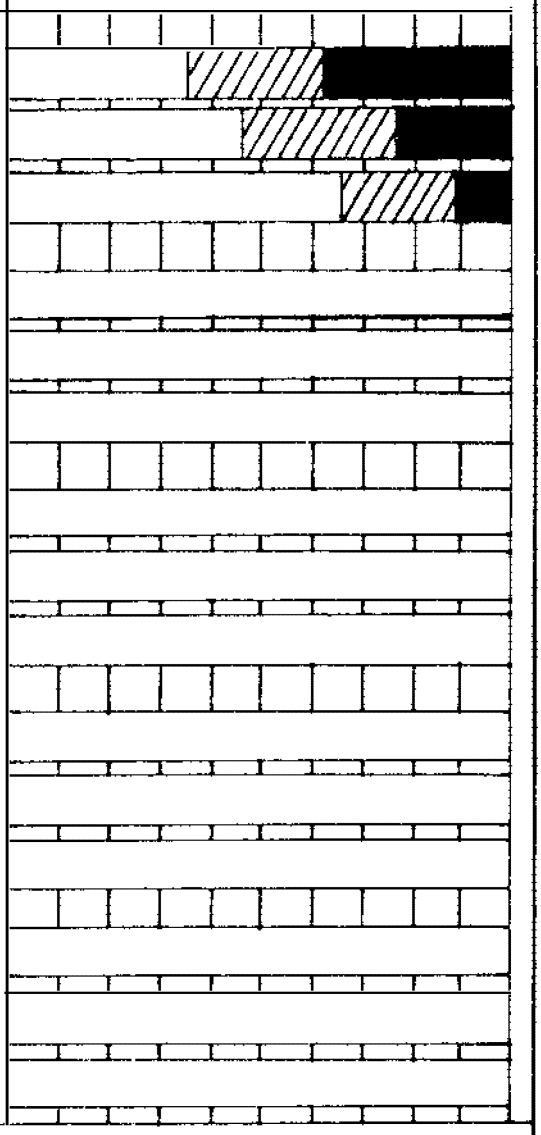


Figure 10
Percentages of Likes, Indifferences and Dislikes for Literary Activities in Group III

Activity	Rater	Percentage: Like	Indifferent	Dislike
To learn to write short stories	B	35.4	26.6	38.0
	G	46.7	29.2	24.1
	T	66.1	23.5	11.6



B - Boy
G - Girl
T - Teacher

Like
Indifferent
Dislike

Figure 10 (Cont.)

CHAPTER VII

SPECIFIC ACTIVITY INTERESTS (Cont.)

Special Interests Activities

This group resulted in the addition of eight special interest activities. Of these, six boys scored four activities, 62 girls on six and only one teacher on one (Table X).

As might be expected, this group follows sex interests. The likes of the teachers closely paralled those of the girls, but to a lesser magnitude. In only one instance (to take, develop and print camera pictures) do the likes of the teachers, to any marked degree, exceed those of the girls. Frequently the likes of the boys go beyond those of the girls. The rare cases where the likes of the girls exceed those of the boys may be traced to sex interests. The activity, to learn to be a cheer leader, is one to which the girls' likes may not be so attributed (Figure 11)

The indifferences for all three raters are quite uniform. To collect and study coins and to collect stamps

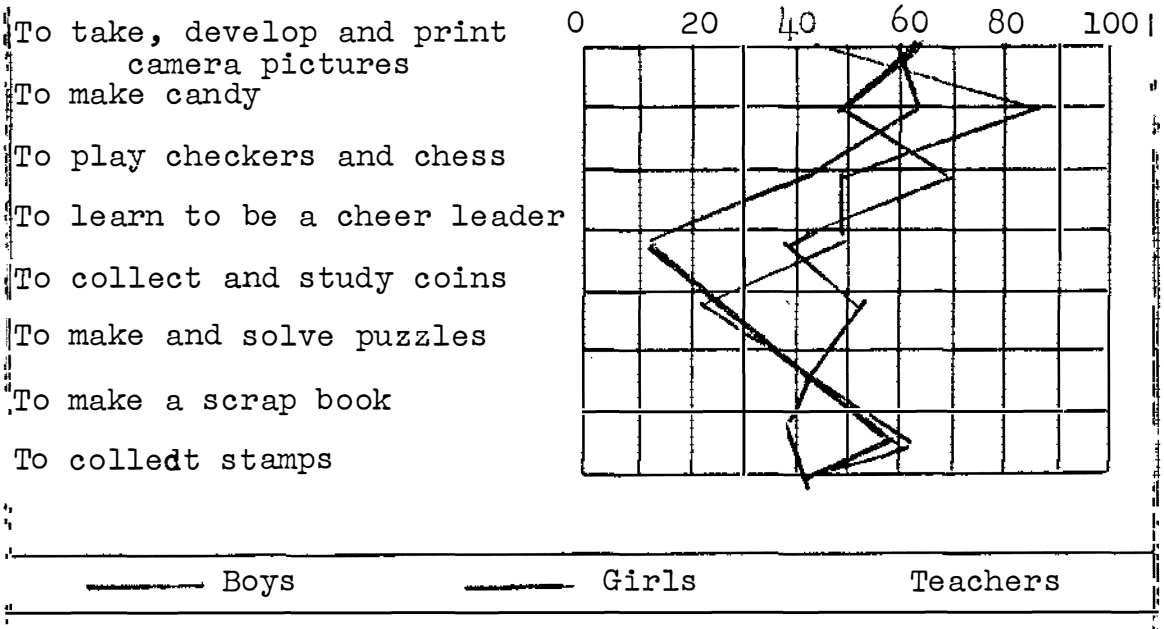


Figure 11
Percentage of Likes Group IV Special Interest Activities

have the greatest differences, the girls being more indifferent to the first, the teachers to the latter.

Dislikes are consistent in intensity for all, with two notable exceptions, i.e., to collect and study coins and to collect stamps. These two activities hold the greatest dislike (Figure 12).

Science and Mathematic Activities

Only three activities were added to this group, and but seven boys and five girls registered their feelings for these.

The likes of the boys were very consistent, never varying more than 10 points of per cent. On the other hand,

Activity	Rater	Percentage: Like	Indifferent	Dislike
To take, develop and print camera pictures	B	67.3	20.8	11.9
	G	44.9	37.6	17.5
	T	61.9	21.4	16.7
To make candy	B	51.3	23.1	25.6
	G	91.8	5.7	2.5
	T	68.2	25.0	6.8
To play checkers and chess	B	74.2	13.2	12.6
	G	51.5	28.1	20.4
	T	45.2	23.8	31.0
To learn to be a cheer leader	B	39.6	35.2	25.2
	G	51.0	26.0	23.0
	T	11.9	26.2	61.9
To collect and study coins	B	56.0	23.3	20.7
	G	23.0	42.3	34.7
	T	25.6	32.6	41.8

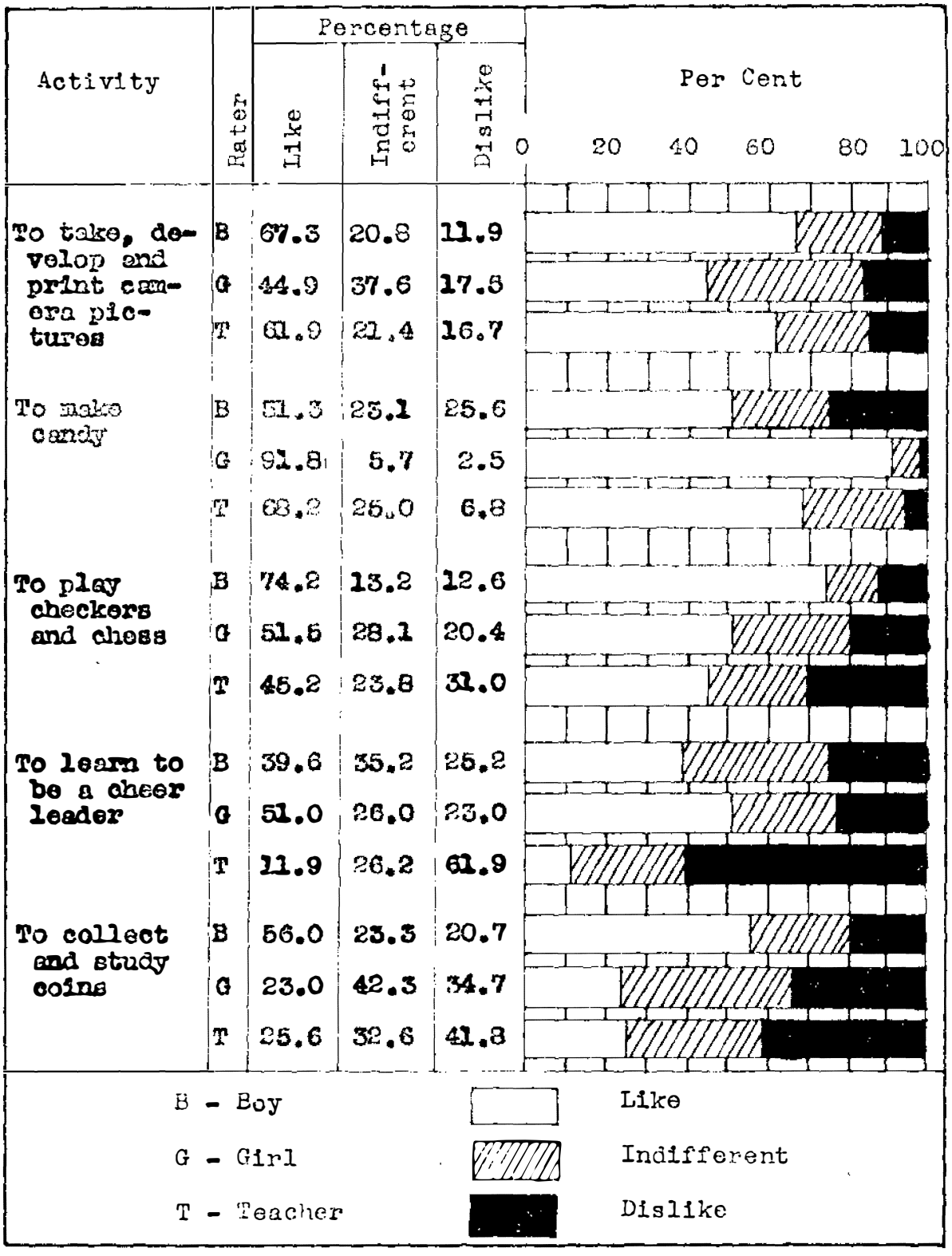


Figure 12
Percentages of Likes, Indifferences and Dislikes for Special Interest Activities in Group IV

Activity	Rater	Percentage: Like	Indifferent	Dislike
To make and solve puzzles	B	44.4	25.9	29.7
	G	42.5	26.7	30.8
	T	42.8	28.6	28.6
To make a scrap book	B	40.0	30.6	29.4
	G	66.5	23.7	9.8
	T	64.3	23.8	11.9
To collect stamps	B	46.8	22.2	31.0
	G	22.8	32.6	44.6
	T	23.8	47.6	28.6

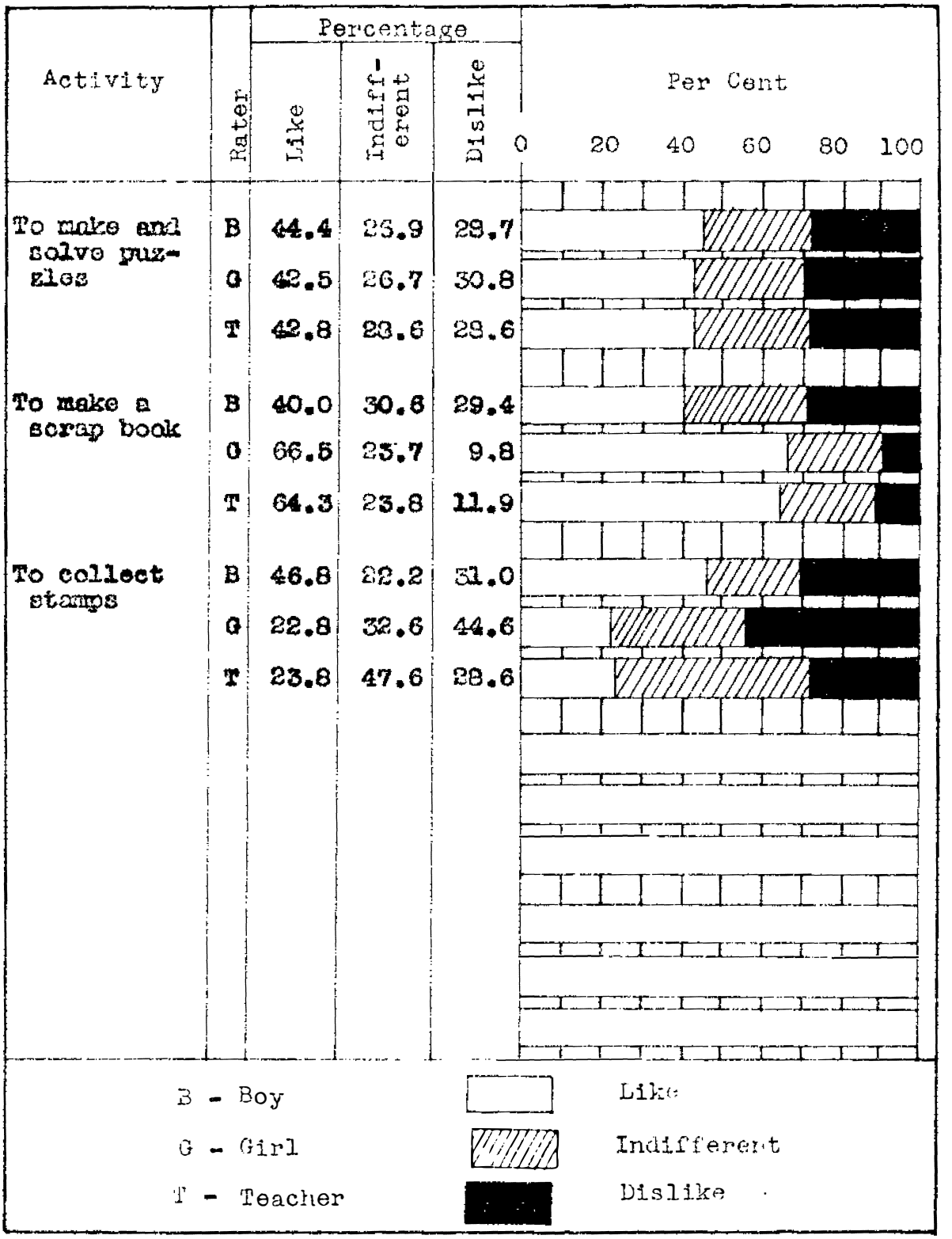


Figure 12 (Cont.)

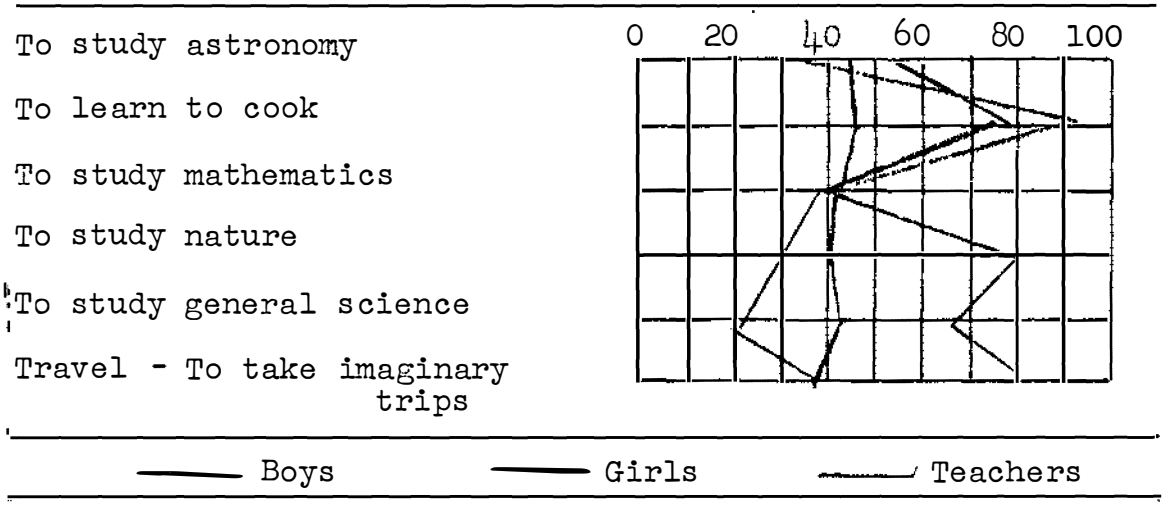


Figure 13

Percentage of Likes Group V
Science and Mathematic Activities

those for the girls and teachers coincide closely for the first three activities in this group and then diverge sharply for all others (Figure 13). To learn to cook, found great favor with all raters but especially so with the girls. Teachers liked to travel - to take imaginary trips well (82.2 per cent) but to learn to cook better (88.8 per cent).

To learn to cook for the girls and to travel - to take imaginary trips for the teachers found the least indifference.

Boys (45.1 per cent) disliked to study mathematics most and to learn to cook least (27.0 per cent). Their dislikes were grouped closely, never varying more than 7 percentage points. Girls' and teachers' dislikes were

Activity	Rater	Percentage: Like	Indifferent	Dislike
To study astronomy	B	43.4	27.0	29.6
	G	29.0	25.9	45.1
	T	52.4	30.9	16.7
To learn to cook	B	45.3	27.7	27.0
	G	88.8	8.2	3.0
	T	75.0	15.9	9.1
To study mathematics	B	40.2	25.2	34.6
	G	36.3	30.0	33.7
	T	36.6	17.1	46.3
To study nature	B	39.9	31.0	29.1
	G	28.2	39.0	32.8
	T	77.2	11.4	11.4
To study general science	B	42.0	25.6	34.4
	G	20.6	33.5	45.9
	T	64.3	23.8	11.9

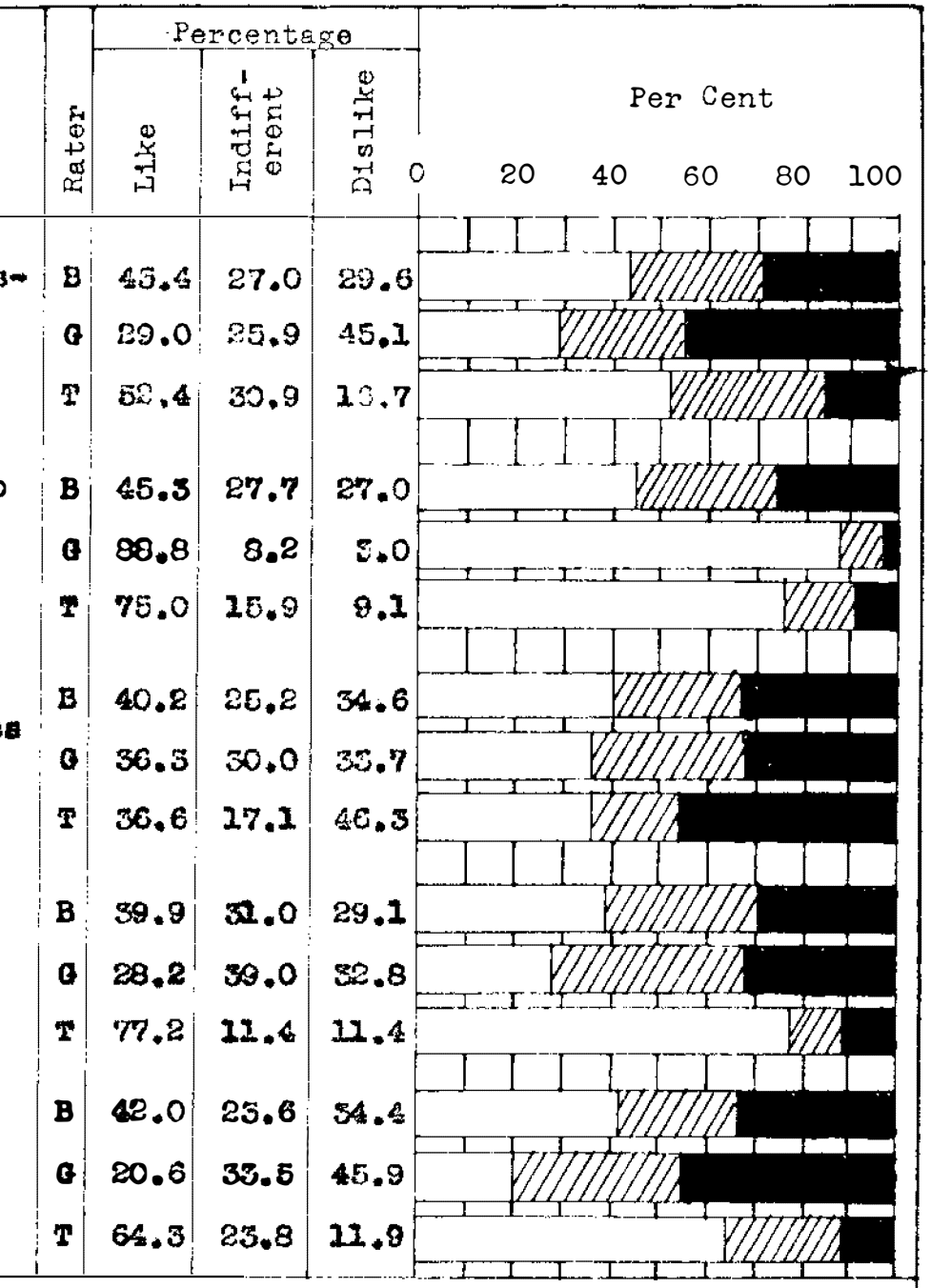
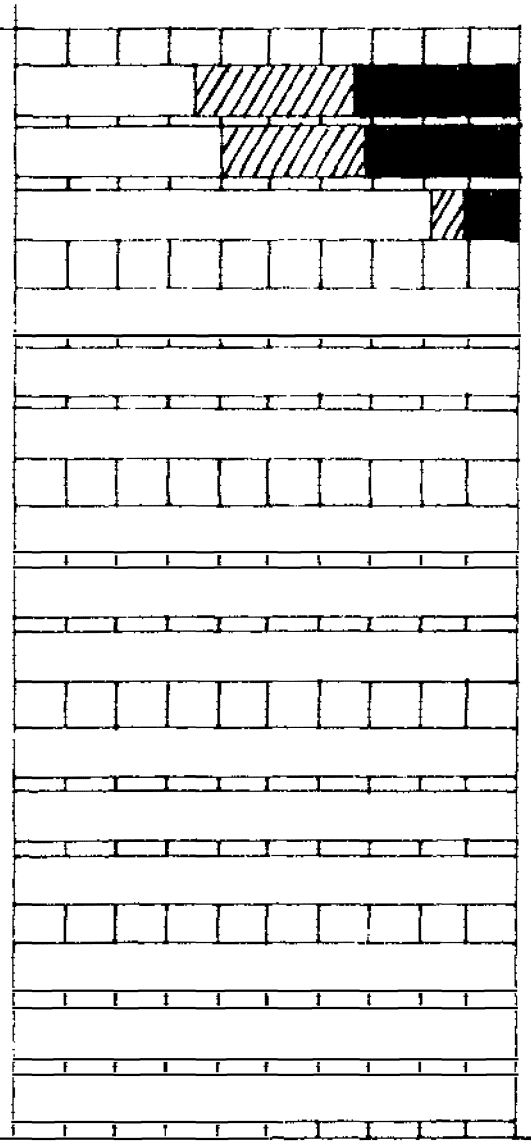


Figure 14
Percentages of Likes, Indifferences and Dislikes for Science and Mathematic Activities in Group V

Activity	Rater	Percentage: Like	Indifferent	Dislike
Travel - To take imaginary trips	B	35.9	30.8	33.3
	G	40.5	28.2	31.3
	T	82.2	6.7	11.1



B - Boy
G - Girl
T - Teacher

Like
Indifferent
Dislike

Figure 14 (Cont.)

spread over a much greater range, varying from a low of 3.0 per cent (to learn to cook) for the girls, to a high of 43.3 per cent (to study mathematics) for the teachers (Figure 14).

The reactions of the boys for all activities were very uniform. Neither likes, indifferences nor dislikes varied more than 18 percentage points. The girls and teachers were less in unison. Their reactions varied from a low of 3 per cent, to a high of 88.8 per cent, a range of more than 85 points of per cent. The raters' results for this group clearly show personal prejudices for certain activities.

Craft Activities

More than in any of the other groups do we find sex differences as the main factor in the determination of likes, indifferences and dislikes.

A total of 19 activities are included in this group, 14 original plus five added. The added activities were checked by only 14 raters, seven boys, two girls and five teachers.

The likes show no great amount of either agreement or parallelism. For the most part the raters' percentages are widely separated (Table XII).

Two activities (to make clay objects and to make

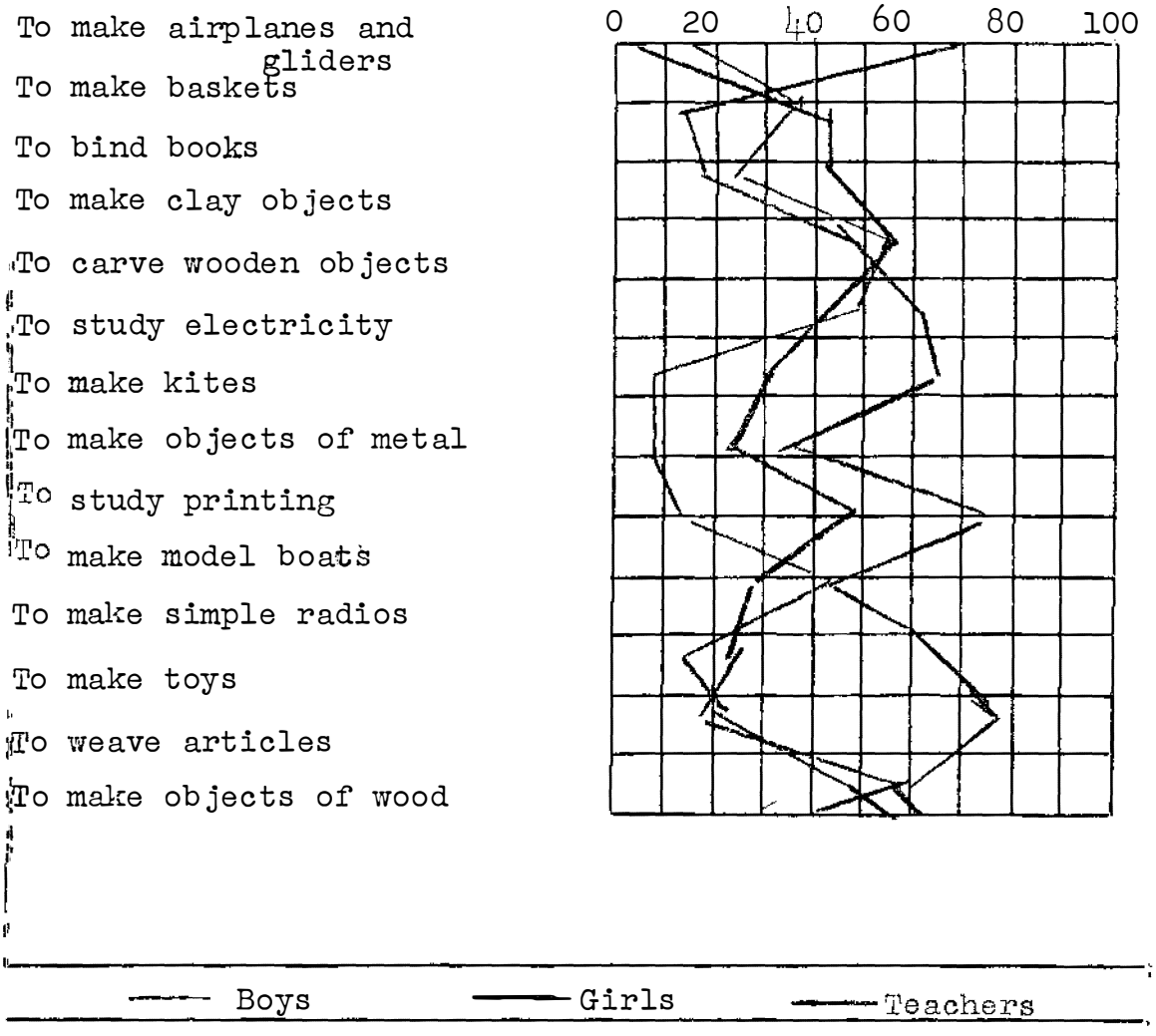


Figure 15
Percentage of Likes Group VI Craft Activities

toys) are the only activities in which the three raters come anywhere near each other in likes. Only 6 points of per cent separated the three for clay objects and 13 points of per cent for making toys. One activity (to make objects of metal) is separated by as much as 63 points of per cent (Figure 15).

Activity	Rater	Percentage Like	Indifferent	Dislike
To make airplanes and gliders	B	70.0	20.0	10.0
	G	13.3	21.4	65.3
	T	4.9	39.0	56.1
To make baskets	B	13.9	39.1	50.0
	G	37.2	29.6	33.2
	T	42.9	33.3	23.8
To bind books	B	16.2	30.0	53.8
	G	22.1	40.0	37.9
	T	41.5	31.7	26.8
To make clay objects	B	48.8	25.6	25.6
	G	54.7	24.2	21.1
	T	56.0	28.0	22.0
To carve wooden objects	B	61.9	22.5	15.6
	G	46.7	20.5	32.8
	T	43.9	31.7	24.4

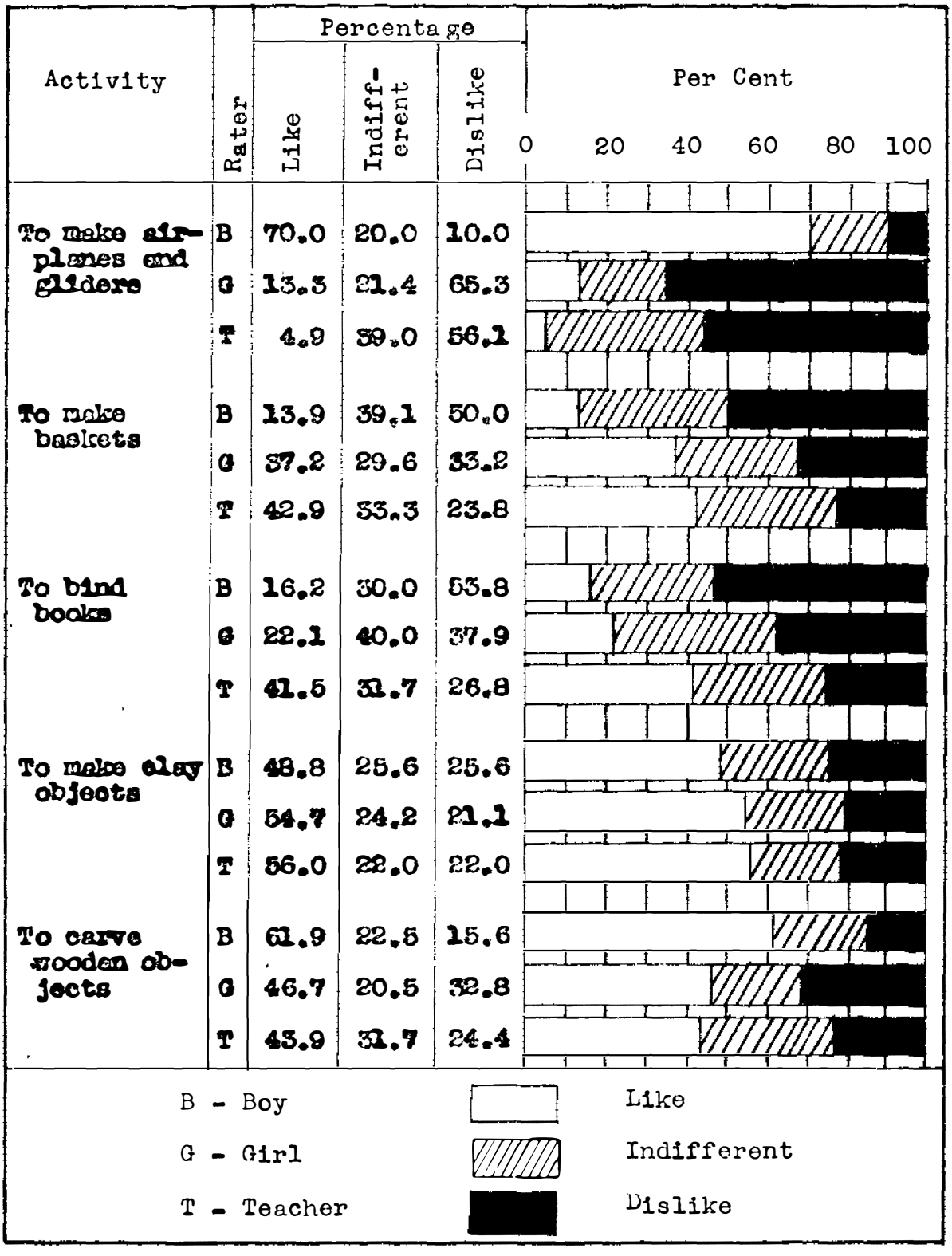


Figure 16
Percentages of Likes, Indifferences and Dislikes for Craft Activities in Group VI

Activity	Rater	Percentage: Like	Indifferent	Dislike
To study electricity	B	63.8	19.3	16.9
	G	6.2	26.6	67.2
	T	29.3	29.3	41.4
To make kites	B	32.5	39.4	28.1
	G	8.6	22.9	72.5
	T	22.0	36.6	41.4
To make objects of metal	B	76.6	13.1	11.3
	G	12.2	23.0	64.8
	T	48.8	26.8	24.4
To study printing	B	42.8	32.7	24.5
	G	42.8	23.2	34.0
	T	26.2	35.7	38.1
To make model boats	B	65.4	22.0	12.6
	G	12.7	26.0	61.3
	T	22.0	41.5	36.5

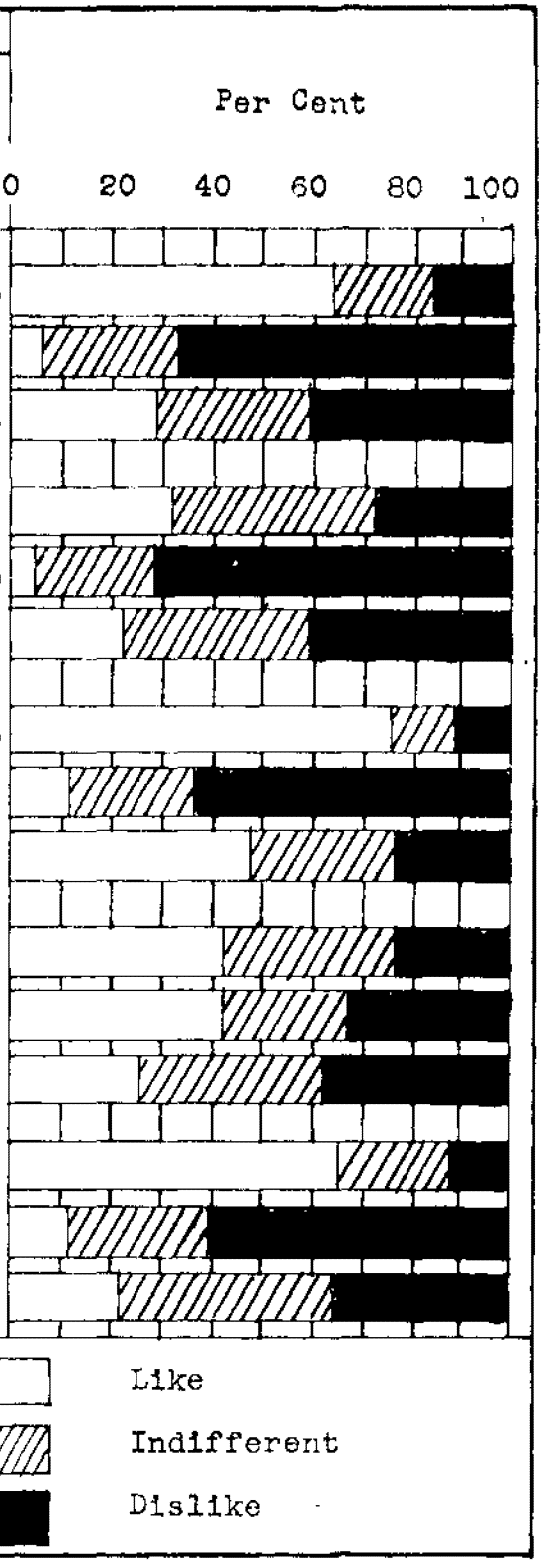


Figure 16 (Cont.)

Activity	Rater	Percentage: Like	Indifferent	Dislike
To make simple radios	B	75.9	15.2	8.9
	G	20.4	33.7	45.9
	T	14.6	41.5	43.9
To make toys	B	59.1	21.4	19.6
	G	46.6	26.7	26.7
	T	66.8	32.6	11.6
To weave articles	B	13.9	28.5	57.6
	G	59.1	19.2	21.7
	T	63.6	20.5	15.9
To make objects of wood	B	65.6	16.3	18.1
	G	39.2	22.7	38.1
	T	51.2	24.4	24.4

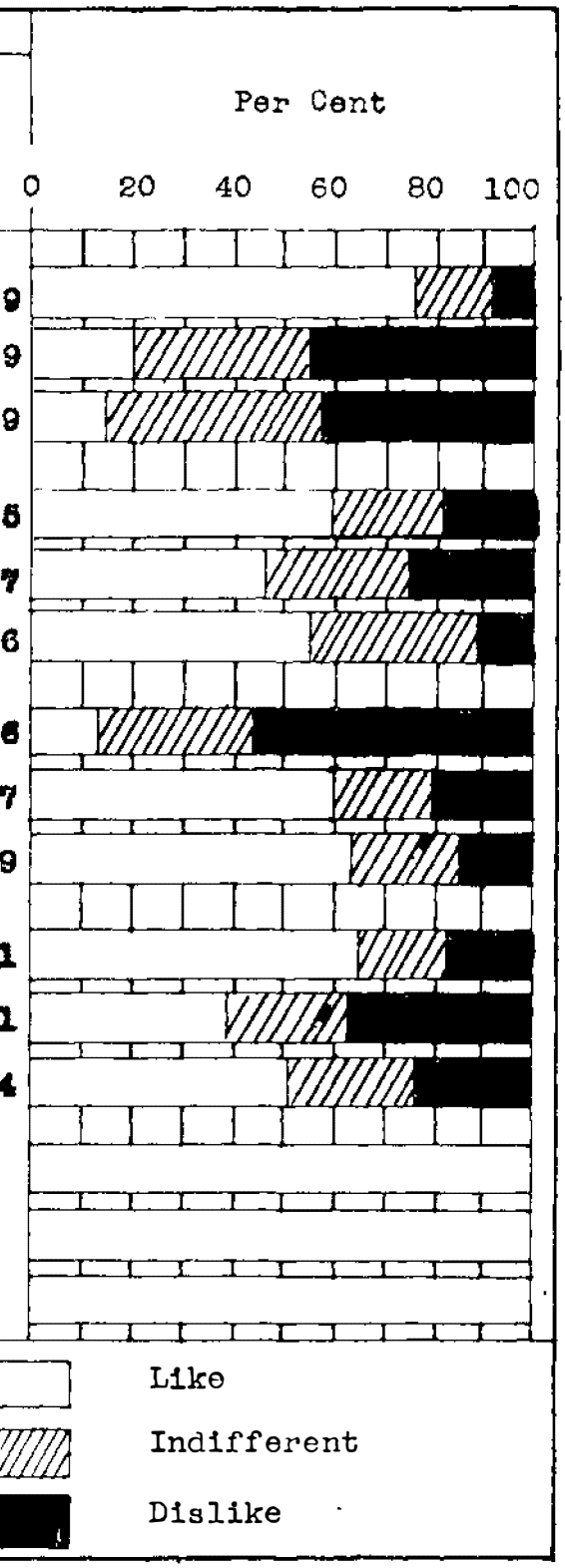


Figure 18 (Cont.)

Indifferences reveal a little closer degree of unanimity. Only one activity (to make simple radios) shows more than 19 points of per cent variation.

Dislikes are almost the reverse of likes. Those activities which the girls and teachers disliked most, the boys disliked least. The making of clay objects has only a variation of 3 points of per cent for all raters. To make airplanes and gliders shows the greatest range, a difference of 55 points of per cent (Figure 16).

Music Activities

This group called forth the second greatest number of additional activities. These activities were checked by 12 boys, 52 girls and five teachers. Of these activities, to play the piano and to sing popular songs, proved the most common with all raters (Table XIII).

As a group, the likes are quite homogeneous. To play a harmonica and to sing in a glee club are the only two activities which show a great change in likes. The first activity (to play a harmonica) 60 per cent of the boys liked; the second (to sing in a glee club) but 18.9 per cent liked. The last four activities (to play a harmonica, to play in a drum corps, to sing in a glee club and to play a ukelele) are closely paralleled for the girls and the teachers. All these activities are liked a little more by

the girls than by the teachers, with the exception of playing a harmonica. Boys and girls like to play in a dance orchestra with about the same intensity. The teachers care little for playing in a dance orchestra (26.8 per cent). In fact, all those activities involving technical skill and conspicuousness found little favor with the teachers.

The only activity which all three raters liked with any degree of unity was to play a ukelele. The three varied less than 5 points of per cent (Figure 17).

The indifferences closely align with the likes. The teachers show the greatest indifferences for those activities they liked least, excepting to sing in a glee club.

Singing and playing a ukelele proved very unpopular with the boys. Otherwise their likes are not startling. E

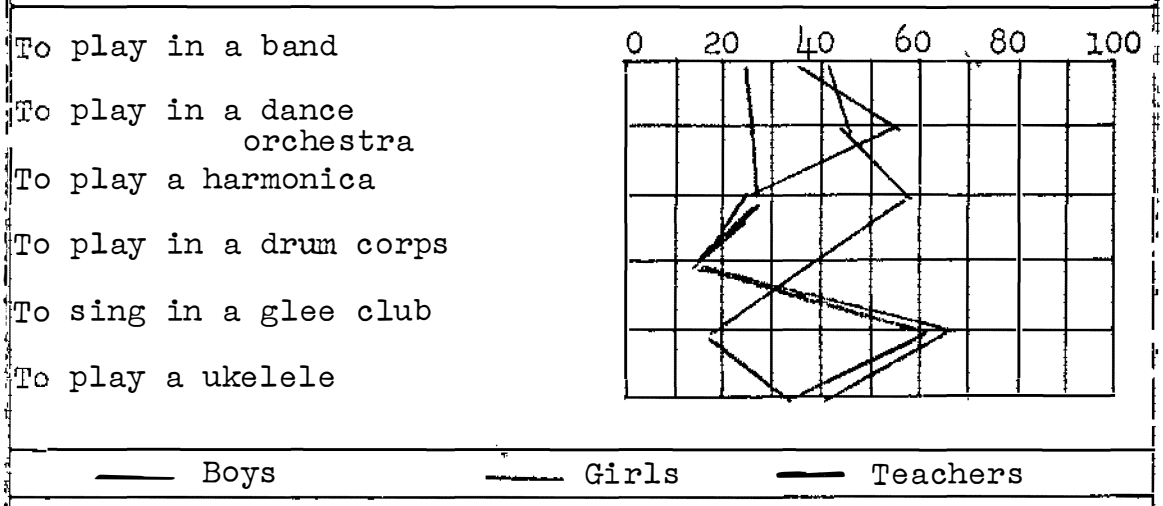


Figure 17
Percentage of Likes Group VII Music Activities

Activity	Rater	Percentage: Like	Indifferent	Dislike
To play in a band	B	43.0	24.7	32.3
	G	35.6	34.6	29.8
	T	25.0	42.5	32.5
To play in a dance orchestra	B	47.2	17.0	35.8
	G	45.9	29.4	24.7
	T	26.8	39.0	34.2
To play a harmonica	B	60.0	16.9	23.1
	G	24.2	37.6	38.2
	T	26.8	39.0	34.2
To play in a drum corps	B	39.6	24.5	35.9
	G	16.2	38.8	45.0
	T	12.5	42.5	45.0
To sing in a glee club	B	18.9	23.2	57.9
	G	68.7	14.4	16.9
	T	64.3	14.3	21.4

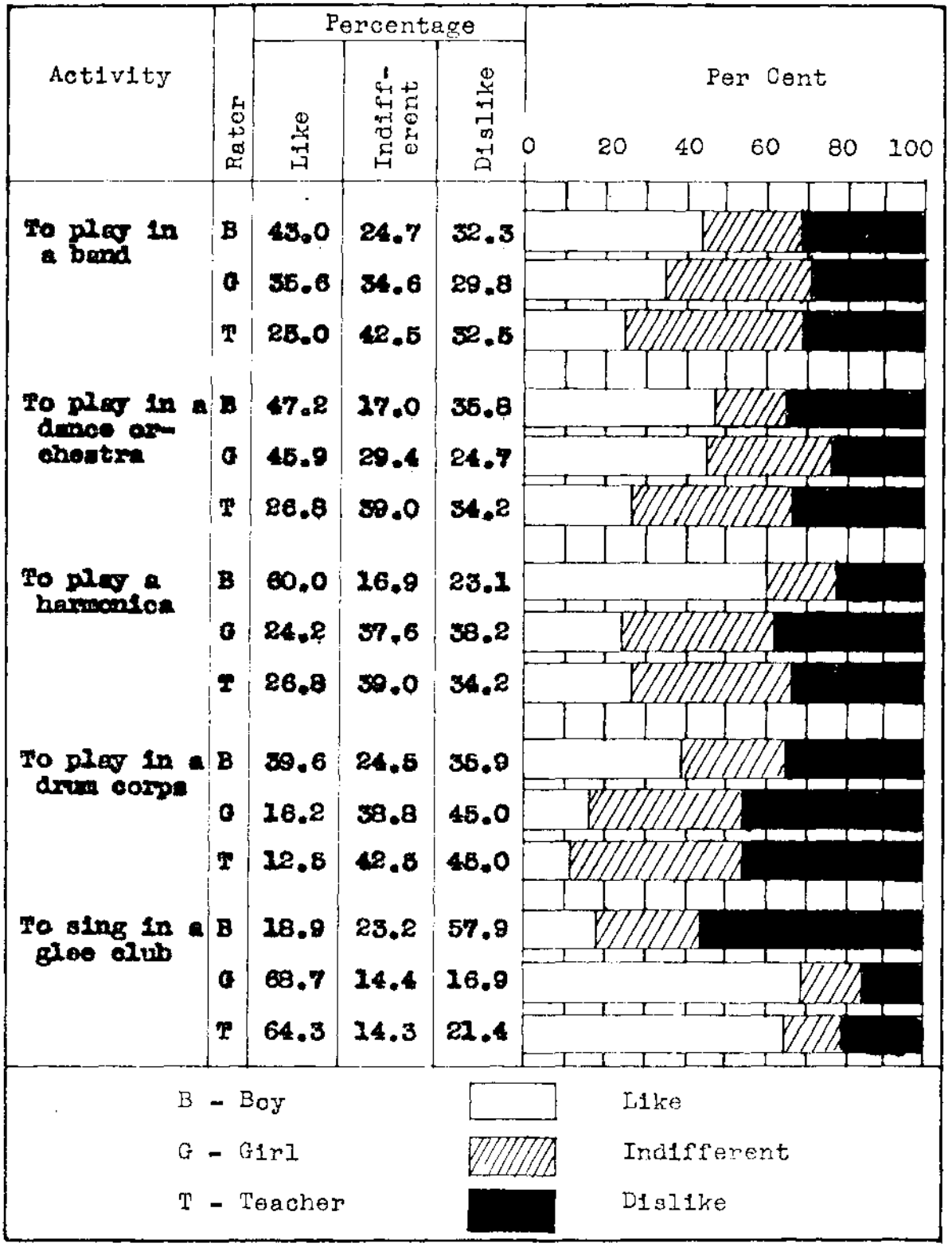
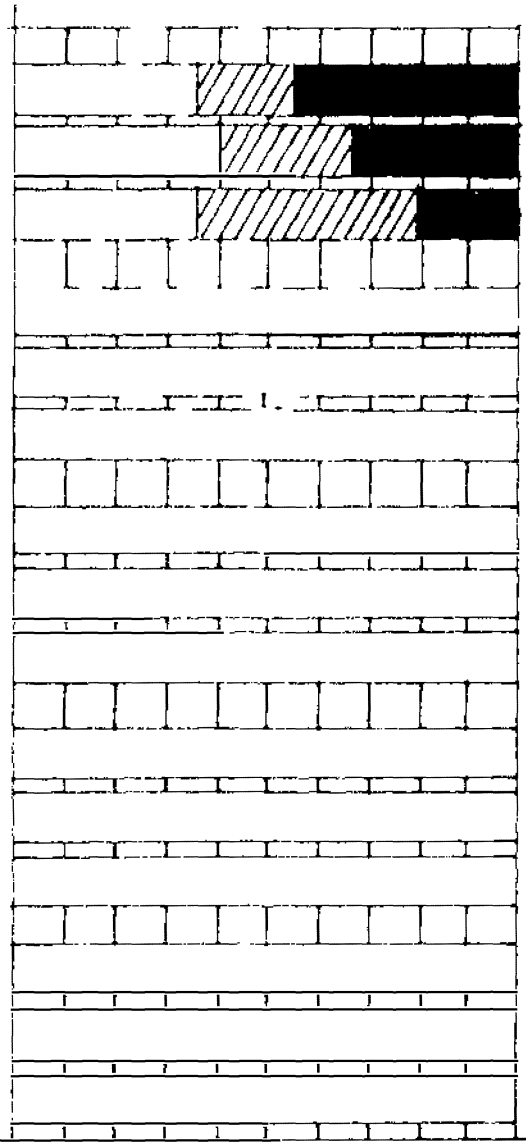


Figure 18
Percentages of Likes, Indifferences and Dislikes for Music Activities in Group VII

Activity	Rater	Percentage Like	Indifferent	Dislike
To play a ukulele	B	36.4	17.8	45.8
	G	40.2	26.3	33.5
	T	35.7	42.9	21.4



B - Boy
G - Girl
T - Teacher

Like
Indifferent
Dislike

Figure 18 (Cont.)

is difficult to account for the strong dislike for singing.

The girls and teachers were quite consistent in their dislikes, only twice varying as much as 10 points of per cent (Figure 18).

CHAPTER VIII

SPECIFIC ACTIVITY INTERESTS (Cont.)

Government and Service Activities

The only added activities which were of much significance were, to learn to keep house and to be a big sister. Eleven girls liked and one disliked, one boy was indifferent and two disliked to learn to keep house. Ten girls liked to be a big sister.

The boys and girls exhibited little liking for any activity implying school (to report current events, to remain in home room for study). Teachers strongly favored activities of literary nature (to report current events, to know - your - city).

The likes of the girls and the teachers for all activities who a close resemblance, with but one omission (to belong to the safety patrol). All raters show a surprising interest in learning first-aid (Figure 19).

To know - your - city and to belong to the safety patrol are the only activities in which range of indiffer-

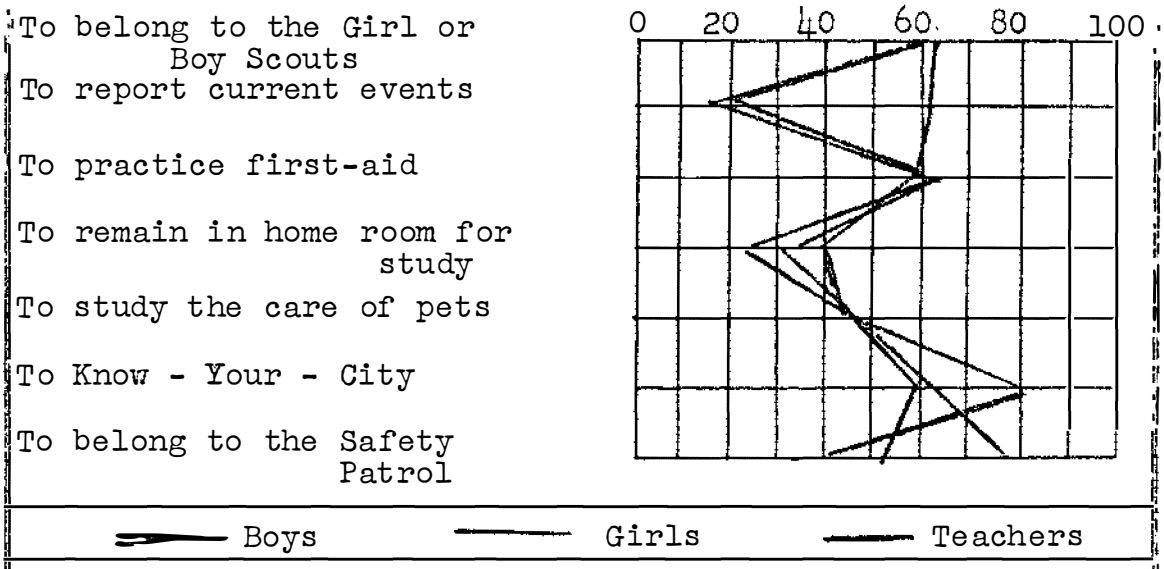


Figure 19
Percentage of Likes Group VIII
Government and Service Activities

ences between raters is great. This can be accounted for, no doubt, by conservatism and reading likes which increase with age (Figure 20).

Dislikes in three activities (to belong to the Girl or Boy Scouts, to practice first-aid, to care for pets) are very close. The raters are all within 6 percentage points of each other.

The two activities for which the boys and girls find the greatest dislike are the same ones for which they revealed little liking (to report current events, to remain in home room for study).

Sport Activities

The boys and girls reveal a surprising amount of

Activity	Rater	Percentage: Like	Indifferent	Dislike
To belong to the Girl or Boy Scouts	B	60.4	21.4	18.2
	G	63.0	19.3	17.7
	T	62.0	19.0	19.0
To report current events	B	18.9	23.9	57.2
	G	14.9	29.9	55.2
	T	61.4	20.4	18.2
To practice first aid	B	62.0	22.8	15.2
	G	64.9	22.2	12.9
	T	59.5	26.2	14.3
To remain in home room for study	B	23.3	22.6	54.1
	G	33.0	24.2	42.8
	T	41.2	32.3	26.5
To study the care of pets	B	49.4	23.4	27.2
	G	48.2	30.0	21.8
	T	44.2	27.9	27.9

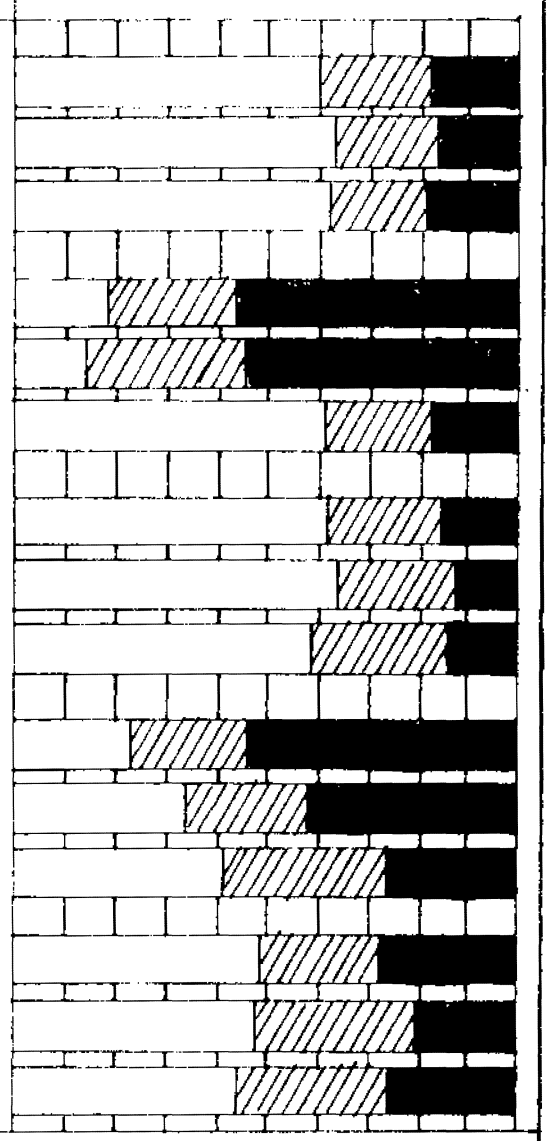


Figure 20

Percentages of Likes, Indifferences and Dislikes for Government and Service Activities in Group VIII

Activity	Rater	Percentage: Like	Indifferent	Dislike
To Know - Your - City	B	59.8	20.1	20.1
	G	63.7	23.8	12.5
	T	81.4	9.3	9.3
To belong to the Safety Patrol	B	53.8	14.6	31.6
	G	78.6	14.1	7.3
	T	37.9	32.4	29.7

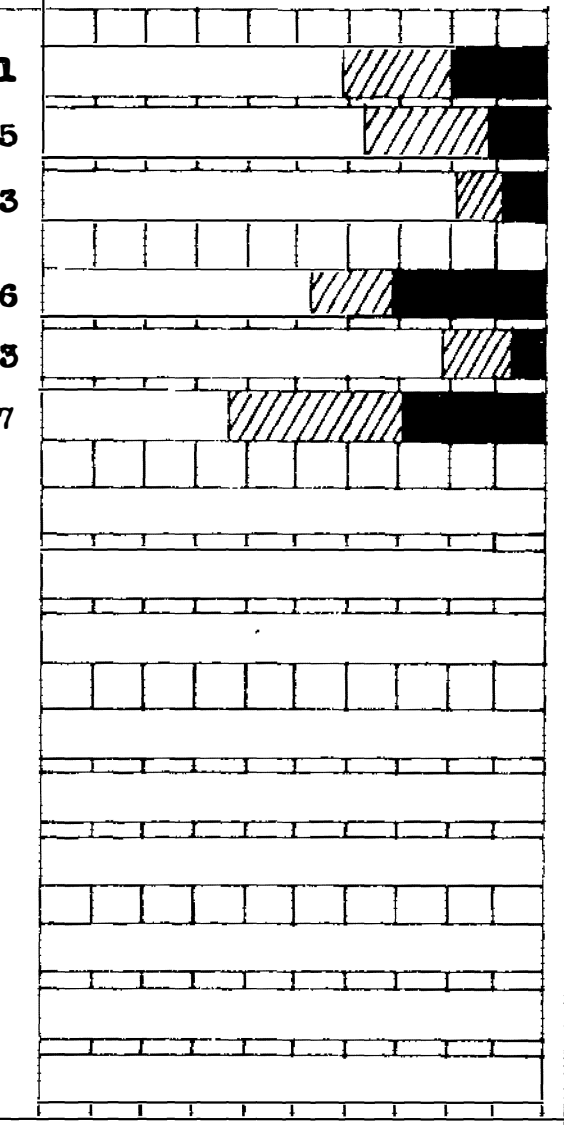


Figure 20 (Cont.)

agreement for all activities in this group, whether original or added, Of the 29 added activities but nine were restricted to girls and five to boys. The teachers added eight activities already affixed by either boys or girls. The most popular of all 29 activities were to learn to skate (71 boys and 85 girls), to play tennis (39 boys and 44 girls), to learn to ski (30 boys, 32 girls and one teacher), to ride bicycles (15 boys and two girls) and to ride horseback (12 boys, 32 girls and one teacher). The teachers' likes were scattered, not more than one teacher expressing a feeling for any one activity.

The likes of the girls and the teachers are interwoven for all of the original activities. Throughout the entire list, first one and then the other will show the greater intensity, seldom varying more than 10 points of per cent. This coincidence can be traced directly to the predominance of women teachers in the faculty.

In only two activities do the likes of the girls exceed those of the boys (to go on hikes and to play volley ball). Of these two, the teachers exceed the boys once (to go on hikes). To study archery, to play basketball and to go on hikes, proved more popular with the teachers than with the girls.

Three activities (to go on hikes, to learn to swim

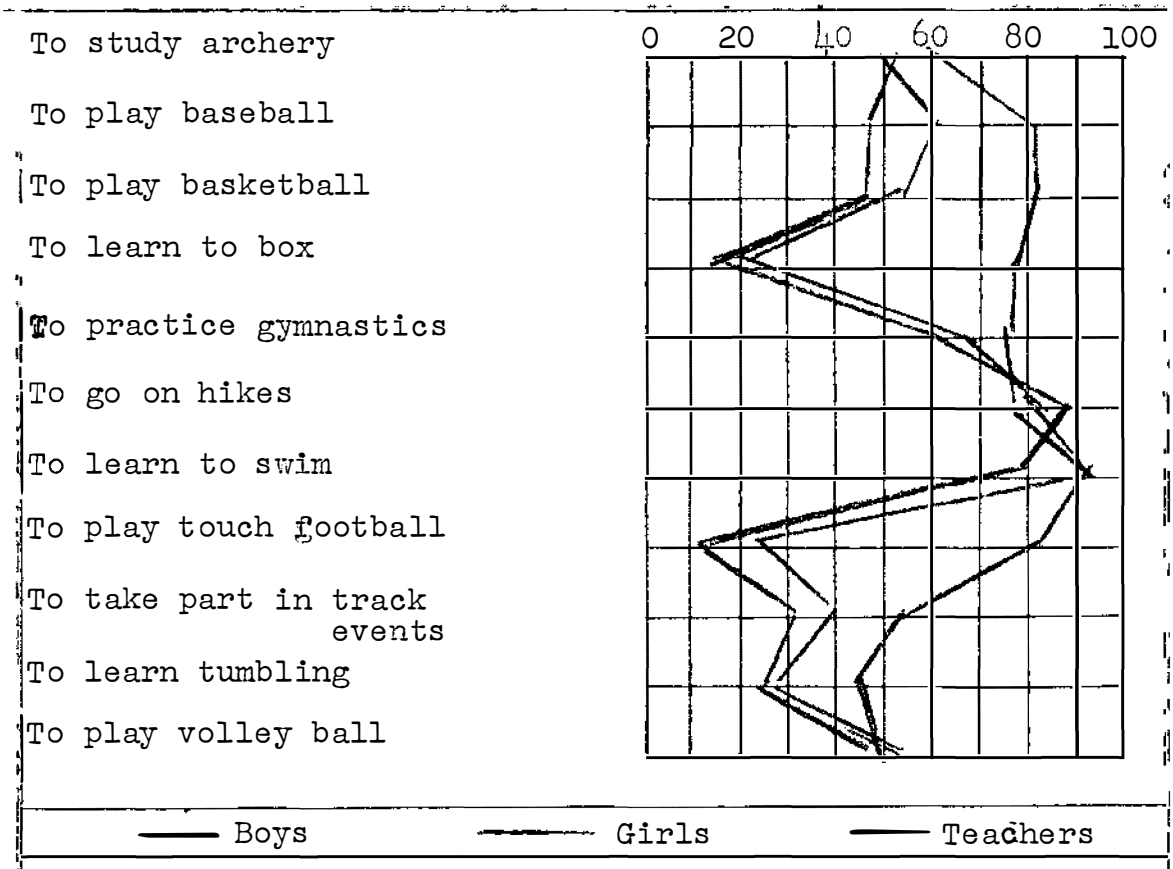


Figure 21
Percentage of Likes Group IX Sport Activities

and to play volley ball) are relatively popular with all raters. Two (to go on hikes and to play volley ball) vary less than 10 percentage points (Figure 21).

The indifferences of the raters for each activity are closely conformable. Two activities (to learn to box and to play touch football) have the least compatibility. The first differs 17 points of per cent and the other 29 points of per cent. This wide variant is between the sexes. The girls and teachers show close congruency for all activi-

Activity	Rater	Percentage: Like	Indifferent	Dislike
To study archery	B	60.8	24.1	15.1
	G	39.7	27.6	41.7
	T	51.2	24.4	24.4
To play baseball	B	81.9	10.6	7.5
	G	61.0	19.0	20.0
	T	46.3	19.5	34.2
To play basketball	B	83.1	10.0	6.9
	G	54.9	21.8	23.3
	T	57.2	21.4	21.4
To learn to box	B	78.1	12.5	9.4
	G	20.1	18.0	61.9
	T	14.6	29.3	56.1
To practice gymnastics	B	76.9	10.0	13.1
	G	66.9	21.2	11.9
	T	58.1	25.3	18.6

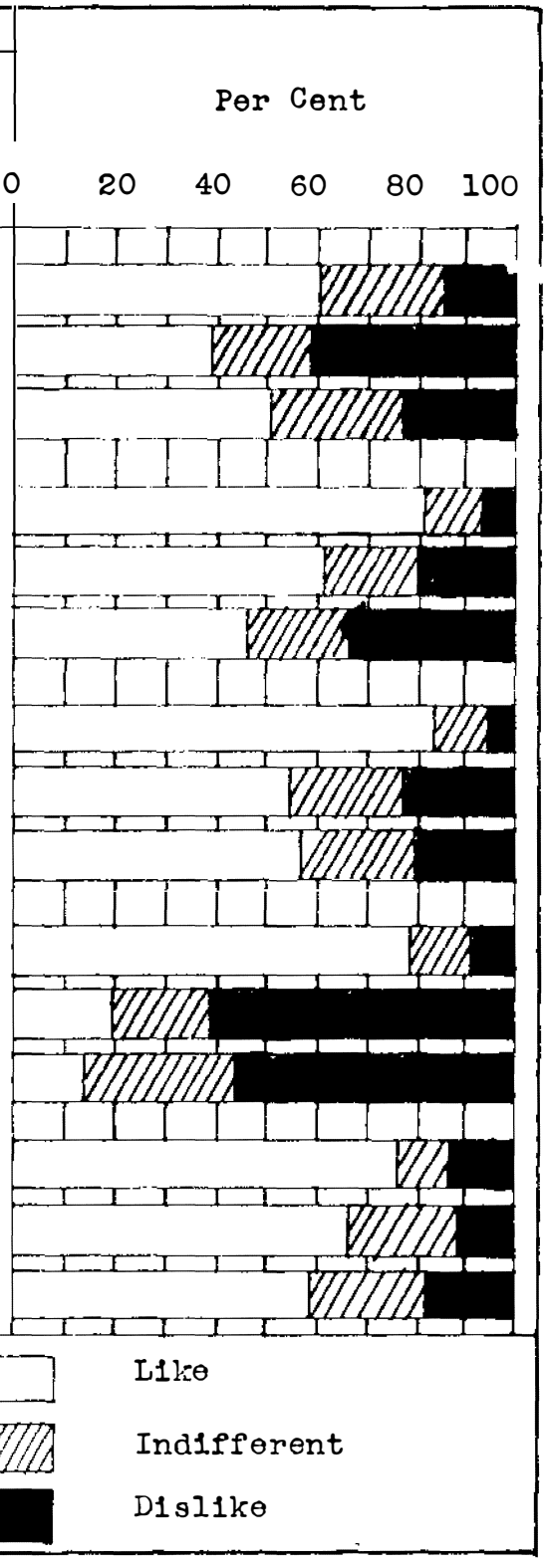
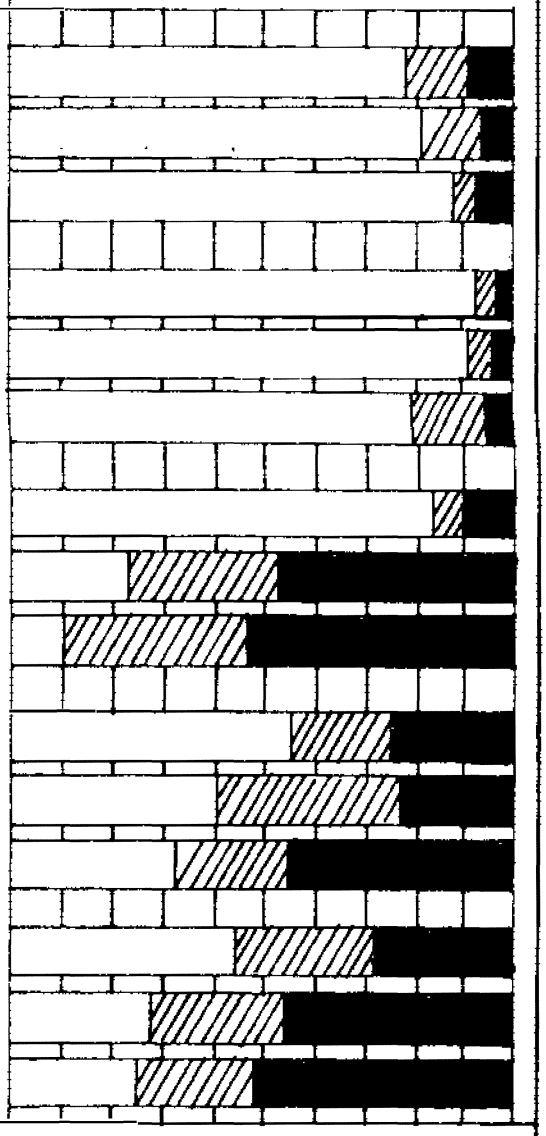


Figure 32
Percentages of Likes, Indifferences and Dislikes for Sport Activities in Group IX

Activity	Rater	Percentage: Like	Indifferent	Dislike
To go on hikes	B	78.7	11.9	9.4
	G	81.0	12.8	6.2
	T	88.1	4.8	7.1
To learn to swim	B	93.8	3.1	3.1
	G	91.3	4.6	4.1
	T	79.6	13.6	6.8
To play touch football	B	83.1	6.3	10.6
	G	23.7	28.4	47.9
	T	10.3	36.9	53.8
To take part in track events	B	55.6	18.8	26.6
	G	40.2	26.8	33.0
	T	32.5	22.5	45.0
To learn tumbling	B	44.4	26.9	28.7
	G	28.2	25.6	46.2
	T	25.0	22.5	52.5



B - Boy

G - Girl

T - Teacher

Like

Indifferent

Dislike

Figure 22 (Cont.)

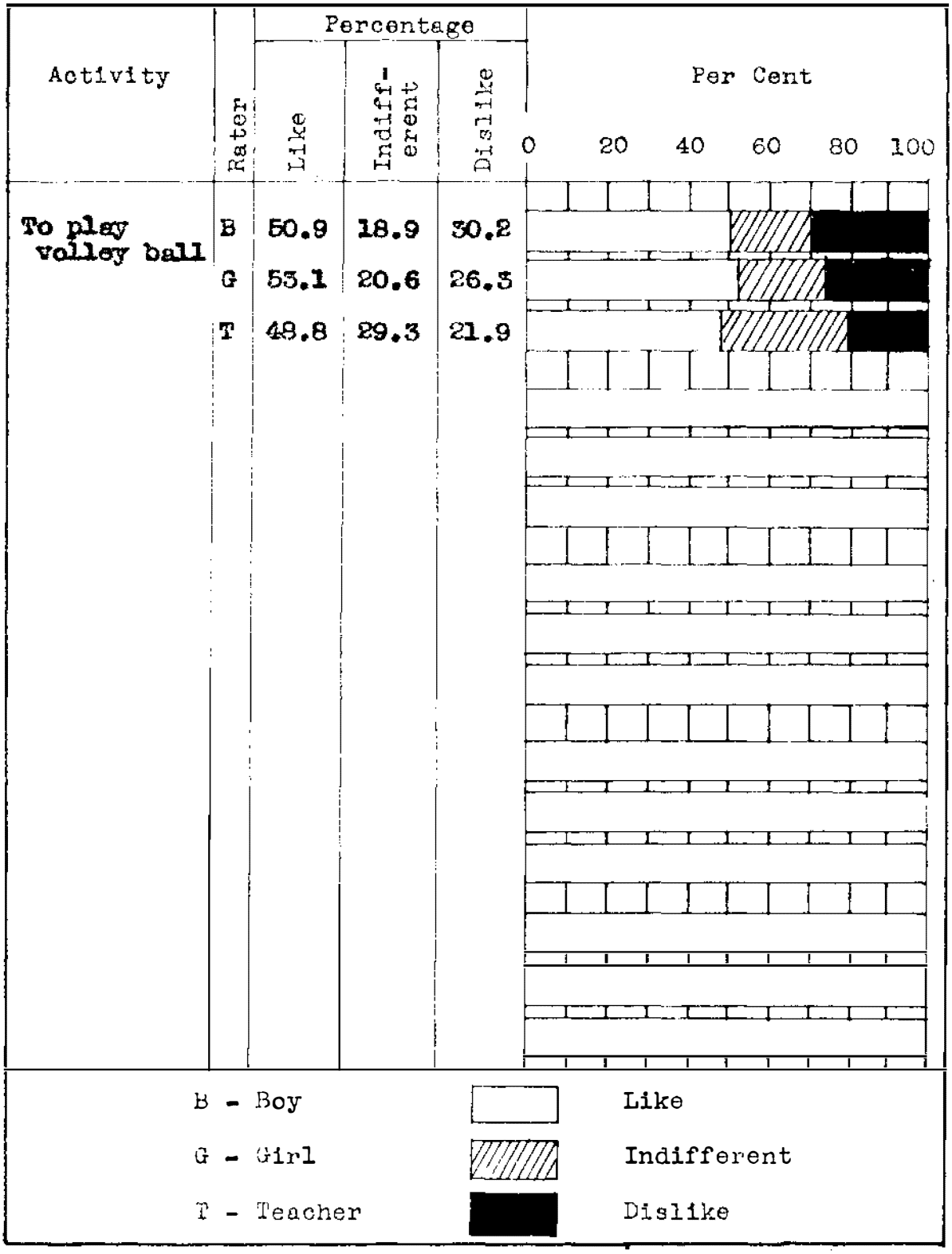


Figure 22 (Cont.)

ties, fluctuating by not over 9 percentage points for any one activity. In common with the likes, the dissimilarities in indifferences can be attributed to sex differences (Figure 22).

The teacher dislikes are greatest for those activities involving much physical exertion. This finding is not unexpected, for age tends to lessen our desires for strenuous sports, increasingly seeking moderation and companionship, not intense rivalry.

A statement made earlier in the study (that the boys would favor non-scholastic subjects) is clearly demonstrated in this group, for the greatest dislikes are 28.7 per cent (to learn to tumble) and 30.2 per cent (to play volley ball). Perhaps even these two can be traced to the lack of facilities and opportunity for participation.

Social Activities

The number of added activities was small. Even these two were scored by only three boys on one and two girls and one teacher on the other (Table XVI).

The reaction of the raters for the original activities within this group, more than in any other, can be directly attributed to sex antithesis.

The nearest the boys and girls approach consonancy is for planning social games, although this activity has

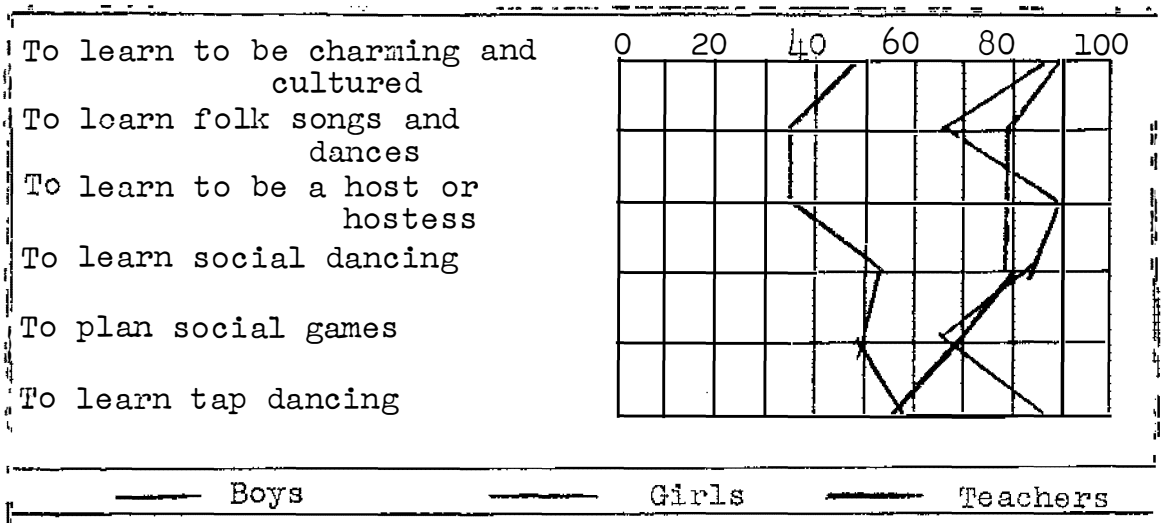


Figure 23
Percentage of Likes Group X Social Activities

17 points of per cent heterogenity. The boys and teachers come nearer accord for learning to tap dance (two points of per cent difference) than they do for any other. To learn folk songs and dancing (34.4 per cent) and to learn to be a host or hostess (34.2 per cent) are liked least by the boys. Their most popular activities were the ones having much physical play (to learn tap dancing - 56.6 per cent, and to learn social dancing - 52.8 per cent). Those of a more subdued nature were least liked (Figure 23).

Boy indifferences were lowest for those they liked the best (tap dancing and social dancing) and highest for those they liked the least (to learn folk songs and dances).

Teachers were more indifferent to activities liked the least (to plan social games - 68.2 per cent, and to learn tap dancing - 54.8 per cent). They likewise showed

Activity	Rater	Percentage: Like	Indifferent	Dislike
To learn to be charming and cultured	B	46.3	25.6	28.1
	G	87.6	8.3	4.1
	T	88.9	8.9	2.2
To learn folk songs and dances	B	34.4	27.6	38.1
	G	63.7	21.3	15.0
	T	78.6	9.5	11.9
To learn to be a host or hostess	B	34.2	19.6	46.2
	G	88.7	7.2	4.1
	T	77.3	18.2	4.5
To learn social dancing	B	52.8	16.6	30.6
	G	83.7	11.7	4.6
	T	78.0	17.1	4.9
To plan social games	B	47.5	18.3	34.2
	G	64.6	25.5	9.9
	T	68.2	22.7	9.1

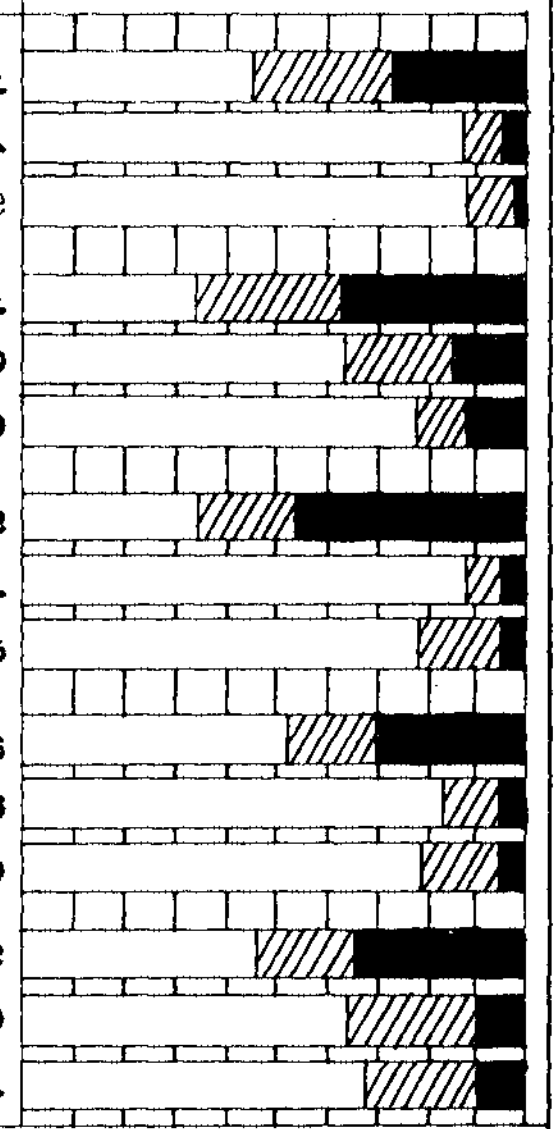
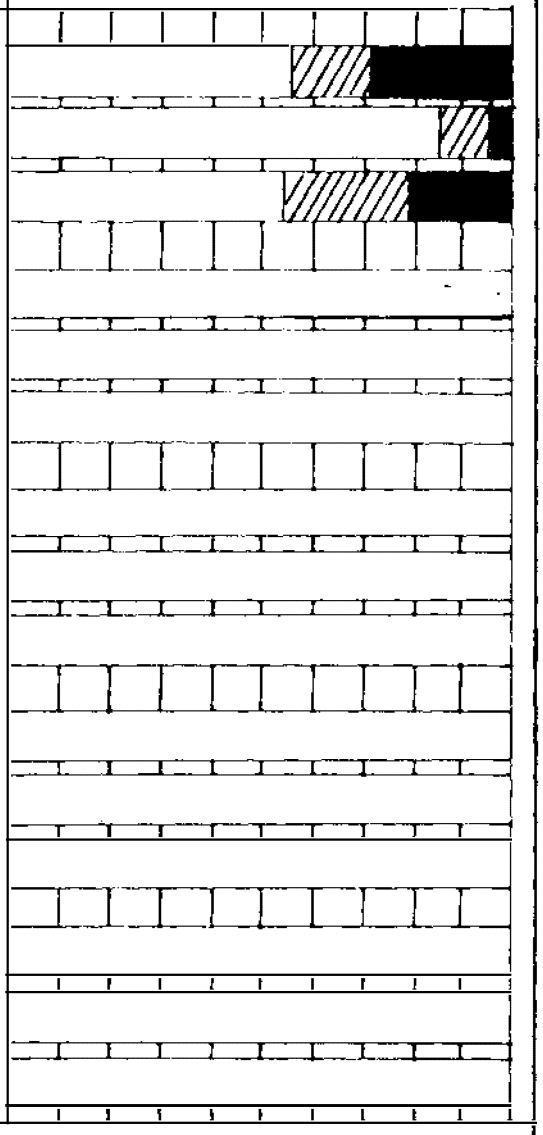


Figure 24
Percentages of Likes, Indifferences and Dislikes for Social Activities in Group X

Activity	Rater	Percentage: Like	Indifferent	Dislike
To learn tap dancing	B	56.6	13.8	29.6
	G	85.1	10.8	4.1
	T	54.8	23.8	21.4



B - Boy

G - Girl

T - Teacher

Like

Indifferent

Dislike

Figure 24 (Cont.)

less indifference for those liked best (to learn to be charming and cultured - 8.9 per cent).

The indifferences of the girls were less than the boys for all but one activity, to plan social games. Those activities liked the least by the girls reveal the greatest percentage of indifferences (Figure 24).

Dislikes follow about the same line. The boys show an average dislike for all activities of 34.5 per cent. The girls and teachers have a close understanding of dislikes for all but one activity (to learn tap dancing). The variance in this activity of about 17 percentage points is not startling when one considers the type of activity and the age and occupation of the raters.

PART IV

CONCLUSIONS

CHAPTER IX

HYPOTHESES AND INTERPRETATIONS

Evidence was presented at the beginning to show that the measurement of activity interests is a major problem in organizing a club program. From a survey of the literature, it appears that no specific attempt has been made to measure club interests or preferences.

This study is offered as a first venture. The techniques used in gathering data are such that they may be adapted to fit other similar situations.

Opening the Field

1. This study calls attention to the fact that a club program should be founded on an objective basis.
2. Analyzing the activity interests of the pupils and teachers forms the fundamentals of such a program.
3. The extent to which the pupil and the teacher preferences can be correlated will, in a large measure, determine the degree of success of the club program.

Measurement of Activity Interests

1. The measurement of activity interests is an integral part of the interest inventory. It is comparatively new, for its present form dates back to less than seven years.
2. The extent of feeling for a specific activity is usually graded by three symbols:
   a. like - an enjoyable feeling
   b. indifference - no definite feeling
   c. dislike or aversion - a strong, unpleasant feeling
3. The standardizing of activity interest blanks commenced when items were compared with results.
4. The validity of activity interests can be increased by four methods:
   a. orientation method - increasing knowledges and activities, tryout courses, reading, etc.
   b. the interest inventory - classifying stimulating objects or activities and securing reactions of likes, indifferences and dislikes.
   c. objective score for the inventory - summarizing the expressions secured in b (the interest inventory) into scores representing degrees of interest within a distinct field.

d. the rating scale - estimating comparative interests in objects or activities on a numerical scale of values.

5. The interest inventory (Method b) and the Objective score (Method c) are used in this study to secure validity.

Techniques

1. The basic data on club interests were obtained from a formal Interest Inventory Blank which;
   a. The teachers answered during a regular faculty meeting. The blanks were explained at the time of checking and each teacher was asked to take notes so as to better assist the pupils in answering theirs.
   b. The pupils filled out their blanks during a regular scheduled period, assisted by their home room teacher.
2. Uniformity of directions was secured by explaining and answering the first page of the blank at a mass meeting of the fifth and sixth grades during regular school hours.
3. Reliability and validity were improved by:
   a. Allowing no identification marks to appear on any blank.

b. Informing students that they were to feel free in indicating their preferences.

c. Providing space for the addition of other activities.

d. Previously explaining the contents, purpose and scope of the blank.

e. The objective scoring of the results obtained.

Suggested Hypotheses and Problems for Further Study

The following hypotheses are stated along with a few suggested measures for further study:

1. Age has little effect on the activity interests. We tend to like in adult life, those activities we favored as adolescents.
2. There was no scientific evidence to prove that activity interests were common to only one age group.
3. The extent to which the occupation of the parents affects the activity interests of children is unknown.
4. Sex has a definite bearing on activity interests, although the present generation presents signs of a greater freedom in, and wider selection of, activity participation.
5. The extent to which racial differences affect activity interests is not revealed.

6. The extent to which activity interests are affected by prevailing fashions and seasonal changes is not divulged.
7. The degree to which adult interests (parents), within a community group, affect children interests is problematic.
8. Social environment is a prime factor in the presence or absence of activity interest. Its sphere of influence is unknown.
9. Adequate playgrounds and activity facilities are of great importance in developing club interests. Their affects should be known.

Conclusions

The data from this school can yield conclusions for this school alone, although these conclusions may serve as hypotheses for other investigations.

The conclusions of each activity group for this particular type of school are as follows:

1. The Art Activities reveal little sex or age inferences. The raters' likes are quite consistent for all activities.
   a. The boys and girls exceed the teachers in per cent of likes for only three out of seven activities (Figure 5).

b. The range of percentages between all raters never exceeds 28 points of per cent (Figure 6).

2. The greatest degree of sex inferences was revealed in Needle Activities. The likes of all raters show little or no agreement, although in some activities a trend is indicated. The boys are practically removed from any consideration (Figure 7). The girls and teachers are much in accord, varying less than 21 points of per cent for any one activity (Figure 8).

   a. The girls' percentage exceeds the teachers' in three out of six activities. The boys reveal little liking, for in only one activity (To make hooked rugs) do their likes exceed 15 per cent (Figure 7).

3. Literary Activities are rich in sex inferences. Age outcomes are also noticable (Figure 9).

   a. The teachers' percentage of likes goes beyond those of either the boys or girls for all but one activity. In this one the girls' percentage is larger by 15 points of per cent (Figure 10).

4. The Special Interest Activities disclose little agreement. Both sex and age inferences are notic-

able.

a. The boys are more unified in their degree of likes, the teachers the least (Figure 11).

b. The likes of either the boys or girls excel those of the teachers for all activities and in most cases by a sizable per cent (Figure 12).

5. The Science and Mathematic Activities are strong in sex inferences and age outcomes are very conspicuous.

a. The teachers' likes surpass those of the boys and girls in four of the six activities (Figure 13).

b. The boys' likes are very constant for all activities, ranging within 6 points of per cent of each other (Figure 14).

6. The per cent range of likes for Craft Activities was great. Sex and age factors are present in all activities.

a. With the exception of four activities, the likes of the boys excel those of either the girls or teachers. These four exceptions can be directly attributed to either sex or age (Figure 15).

b. With few exceptions, the likes of the teachers for all activities are midway between those of the boys and girls. Generally, they reveal a medium degree of liking (Figure 16).

7. The percentage of likes for Music Activities is closely tied to sex. Age factors are present but are signigicant in only a few activities (Figure 17).

a. The boys' likes outstrip those of the teachers and girls in four activities. It is noteworthy that these four are all of one type (Figure 18).

8. Government and Service Activities reveal no great sex factor. Age, on the contrary, has considerable influence.

a. The boys and girls show a great amount of agreement. With the exception of one activity, they present a uniform trend toward accord (Figure 19).

b. The teachers' likes eclipse those of the boys and girls in only two activities, and these can be directly attributed to age differences. (Figure 20)

9. The many variations found in Sport Activities are

largely due to sex differences. The differences in the ages of the raters have not caused nearly the variance that might be expected.

a. The likes of the boys outrival those of the girls and the teachers in all but two activities. Of these two, both girls and teachers exceed in one and only the girls in the other (Figure 21).

b. The girls' and teachers' likes portray great unity, never differing more than 15 percentage points for any one activity.

10. Social Activities are fundamentally a question of sex differences. The age factor, while present in certain activities, has not noticably warped the results.

a. The girls and teachers either closely accord or present evidence of a trend toward agreement in all but one activity (Figure 23).

b. The boys show no surprising amount of interest in any activities outside of those pertaining to dancing (Figure 24).

11. These data give us the general conclusions that activity interests, to a great extent, are conditioned by these factors:

a. For boys, activities requiring
    1. muscular dexterity
    2. an element of skill
    3. active play and games
    4. some degree of organization
    5. some strength

b. For girls, activities requiring
    1. skill dependent upon muscular coordination
    2. less competitive and more individual activity
    3. use of reading and language
    4. less conspicuousness
    5. great patience and restricted range of action

c. For teachers, activities requiring
    1. skills and abilities already possessed
    2. little competition, more companionship
    3. use of reading and language
    4. little physical danger
    5. patience and perseverance
    6. little strenuous physical exertion for long periods
    7. no notoriety and conspicuousness

d. Sex differences which are not confined to one

generation

e. Variations in age groups between different generations

APPENDICES

APPENDIX A

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APPENDIX B

TABLES

TABLE VI

SUMMARY OF REACTIONS TO ALL GROUP ACTIVITIES

Group No.	Rater	Total	Like		Indifferent		Dislike	
			No.	%	No.	%	No.	%
I	Boys	1091	409	37.5	322	29.5	360	33.0
	Girls	1368	479	35.0	414	30.3	475	34.7
	Teachers	300	123	41.0	122	40.7	55	18.3
II	Boys	936	91	9.7	151	16.1	694	74.2
	Girls	1172	595	52.6	279	23.8	298	25.6
	Teachers	263	123	46.8	60	22.8	80	30.4
III	Boys	935	392	41.9	247	26.4	296	31.7
	Girls	1181	624	52.9	272	23.0	285	24.1
	Teachers	265	185	69.8	50	18.9	30	11.3
IV	Boys	1284	674	52.5	313	24.4	297	23.1
	Girls	1626	829	51.0	435	26.7	362	22.3
	Teachers	340	147	43.3	97	28.5	96	28.2
V	Boys	958	398	41.5	262	27.4	298	31.1
	Girls	1171	479	40.9	320	27.3	372	31.8
	Teachers	258	168	65.2	45	17.4	45	17.4
VI	Boys	2239	1132	50.6	546	24.4	561	25.0
	Girls	2733	817	29.9	700	25.6	1216	44.5
	Teachers	586	223	38.0	185	31.6	178	30.4
VII	Boys	965	401	41.6	198	20.5	366	37.9
	Girls	1214	499	41.1	350	28.8	365	30.1
	Teachers	252	84	33.3	91	36.1	77	30.6

TABLE VI (Cont.)

Group No.	Rater	Total	Like		Indifferent		Dislike	
			No.	%	No.	%	No.	%
VIII	Boys	1115	521	46.7	237	21.3	357	32.0
	Girls	1384	738	53.3	316	22.8	330	23.9
	Teachers	285	160	56.1	67	23.5	58	20.4
IX	Boys	2039	1524	74.7	257	12.6	258	12.7
	Girls	2477	1394	56.3	456	18.4	627	25.3
	Teachers	463	223	48.2	101	21.8	139	30.0
X	Boys	955	434	45.4	193	20.2	328	34.4
	Girls	1165	920	79.0	164	14.1	81	6.9
	Teachers	259	193	74.5	43	16.6	23	8.9

TABLE VII

GROUP I ART ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To draw cartoons	Boys	69	43.9	49	31.2	39	24.9
	Girls	55	35.7	70	36.2	71	28.1
	Teachers	10	24.4	22	53.7	9	21.9
To make marionettes	Boys	61	38.6	56	35.4	41	26.0
	Girls	67	34.4	76	39.0	52	26.6
	Teachers	20	46.5	16	37.2	7	16.3
To make masks	Boys	32	32.3	49	21.1	71	46.6
	Girls	56	28.9	47	24.2	91	46.9
	Teachers	12	28.6	22	52.4	8	18.0
To draw posters	Boys	44	28.6	41	26.6	69	44.8
	Girls	64	33.0	62	32.0	68	35.0
	Teachers	22	52.4	14	33.3	6	14.3
To make guignols (finger puppets)	Boys	50	32.1	52	33.3	54	34.6
	Girls	61	31.3	59	30.2	75	38.5
	Teachers	16	38.0	20	47.8	6	14.2
To carve objects in soap	Boys	86	55.4	39	24.8	31	19.8
	Girls	98	50.8	46	23.8	49	25.4
	Teachers	18	42.9	15	35.7	9	21.4
To draw sketches	Boys	66	42.1	36	22.9	55	35.0
	Girls	72	37.1	53	27.3	69	35.6
	Teachers	[illegible]	46.5	13	30.2	10	23.3

TABLE VII (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To design clothes	Boys	-	-	-	-	-	-
	Girls	4	80.0	1	20.0	-	-
	Teachers	1	10000 1	-	-	-	-
To paint in oil	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To sculpter	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To learn fancy lettering	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To study interior decorating	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To make crayonex wall hangings	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
GRAND TOTAL	Boys	409	37.5	322	29.5	360	33.0
	Girls	479	35.0	414	30.3	475	34.7
	Teachers	123	41.0	122	40.7	55	18.3

TABLE VII

GROUP 11 NEEDLE ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To crochet	Boys	7	4.5	20	12.9	128	82.6
	Girls	89	45.4	52	26.5	55	28.1
	Teachers	18	40.0	11	24.4	16	35.6
To embroider	Boys	10	6.4	22	14.1	124	79.5
	Girls	148	75.5	23	11.7	25	12.8
	Teachers	24	54.5	9	20.5	11	25.0
To make hooked rugs	Boys	27	17.2	31	19.7	99	63.1
	Girls	62	31.8	67	34.4	66	33.8
	Teachers	20	46.5	10	23.3	13	30.2
To knit	Boys	17	10.8	23	14.7	117	74.5
	Girls	145	75.1	27	14.0	21	10.9
	Teachers	27	60.0	12	26.7	6	13.3
Millinery - To make hats	Boys	16	10.2	24	15.4	116	74.4
	Girls	35	18.0	67	34.6	92	47.4
	Teachers	13	30.2	11	25.6	19	44.2
Sewing - To make clothes	Boys	14	9.0	31	20.0	110	71.0
	Girls	114	58.2	43	21.9	39	19.9
	Teachers	21	46.8	7	16.3	15	34.9
To darn stockings	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-

TABLE V111 (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To tat	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	91	9.7	151	16.1	694	74.2
	Girls	595	52.6	279	23.8	298	25.6
	Teachers	123	46.8	60	22.8	80	30.4

TABLE IX

GROUP III LITERARY ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To read books	Boys	90	57.0	39	24.7	29	18.3
	Girls	147	75.0	34	17.3	15	7.7
	Teachers	44	100.0	-	-	-	-
Dramatics - To act in plays	Boys	78	50.0	34	21.8	44	28.2
	Girls	137	69.9	32	16.3	27	13.8
	Teachers	24	54.5	11	25.0	9	20.5
To learn to use correct English	Boys	74	48.0	38	24.7	42	27.3
	Girls	132	67.4	40	20.4	24	12.2
	Teachers	36	80.0	8	17.8	1	2.2
To study journalism	Boys	65	42.2	47	30.5	42	27.3
	Girls	68	34.9	57	29.2	70	35.9
	Teachers	22	50.0	14	31.8	8	18.2
To study public speaking	Boys	29	18.8	46	29.9	79	51.3
	Girls	41	21.1	52	26.8	101	52.1
	Teachers	28	66.6	7	16.7	7	16.7
To learn to write short stories	Boys	56	35.4	42	26.6	60	38.0
	Girls	91	46.7	57	29.2	47	24.1
	Teachers	28	65.1	10	23.3	5	11.6
To write poetry	Boys	-	-	1	100.0	-	-
	Girls	3	100.0	-	-	-	-
	Teachers	2	100.0	-	-	-	-

TABLE IX (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To write plays	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To write letters	Boys	-	-	-	-	-	-
	Girls	1	50.0	-	-	1	50.0
	Teachers	-	-	-	-	-	-
To participate in Forum groups	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To learn to be a reporter	Boys	-	-	-	-	-	-
	Girls	3	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	392	41.9	247	26.4	296	31.7
	Girls	624	52.9	272	23.0	285	24.1
	Teachers	185	69.8	50	18.9	30	11.3

TABLE X

GROUP IV SPECIAL INTEREST ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To take, develop and print camera pictures	Boys	107	67.3	33	20.8	19	11.9
	Girls	87	44.9	73	37.6	34	17.5
	Teachers	26	61.9	9	21.4	7	16.7
To make candy	Boys	82	51.3	37	23.1	41	25.6
	Girls	178	91.8	11	5.7	5	2.5
	Teachers	30	68.2	11	25.0	3	6.8
To play checkers and chess	Boys	118	74.2	21	13.2	20	12.6
	Girls	101	51.5	55	28.1	40	20.4
	Teachers	19	45.2	10	23.8	13	31.0
To learn to be a cheer leader	Boys	63	39.6	56	35.2	40	25.2
	Girls	100	51.0	51	26.0	45	23.0
	Teachers	5	11.9	11	26.2	26	61.9
To collect and study coins	Boys	89	56.0	37	23.3	33	20.7
	Girls	45	23.0	83	42.3	68	34.7
	Teachers	11	25.6	14	32.6	18	41.8
To make and solve puzzles	Boys	71	44.4	43	26.9	46	28.7
	Girls	83	42.5	52	26.7	60	30.8
	Teachers	18	42.8	12	28.6	12	28.6
To make a scrap book	Boys	64	40.0	49	30.6	47	29.4
	Girls	129	66.5	46	23.7	19	9.8
	Teachers	27	64.3	10	23.8	5	11.9

TABLE X (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To collect stamps	Boys	74	46.8	35	22.2	49	31.0
	Girls	44	22.8	63	32.6	86	44.6
	Teachers	10	23.8	20	47.6	12	28.6
To study horticulture	Boys	1	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To learn stage dancing	Boys	1	33.3	1	33.3	1	33.3
	Girls	18	90.0	-	-	2	10.0
	Teachers	-	-	-	-	-	-
To learn to type	Boys	2	100.0	-	-	-	-
	Girls	15	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To learn to be a beautician	Boys	-	-	-	-	-	-
	Girls	24	96.0	-	-	1	4.0
	Teachers	-	-	-	-	-	-
To learn shorthand	Boys	-	-	-	-	-	-
	Girls	2	40.0	1	20.0	2	40.0
	Teachers	-	-	-	-	-	-
To study codes	Boys	-	-	-	-	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-

TABLE X (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To play marbles	Boys	2	50.0	1	25.0	1	25.0
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
To learn to drive a car	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	674	52.5	313	24.4	297	23.1
	Girls	829	51.0	435	26.7	362	22.3
	Teachers	147	43.3	97	28.5	96	28.2

TABLE XI

GROUP V SCIENCE AND MATHEMATIC ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To study astronomy	Boys	69	43.4	43	27.0	47	29.6
	Girls	56	29.0	50	25.9	87	45.1
	Teachers	22	52.4	13	30.9	7	16.7
To learn to cook	Boys	72	45.3	44	27.7	43	27.0
	Girls	174	88.8	16	8.2	6	3.0
	Teachers	33	75.0	7	15.9	4	9.1
To study mathematics	Boys	64	40.2	40	25.2	55	34.6
	Girls	70	36.3	58	30.0	65	33.7
	Teachers	15	36.6	7	17.1	19	46.3
To study nature	Boys	63	39.9	49	31.0	46	29.1
	Girls	55	28.2	76	39.0	64	32.8
	Teachers	34	77.2	5	11.4	5	11.4
To study general science	Boys	66	42.0	37	23.6	54	34.4
	Girls	40	20.6	65	33.5	89	45.9
	Teachers	27	64.3	10	23.8	5	11.9
Travel - to take imaginary trips	Boys	57	35.9	49	30.8	53	33.3
	Teachers	37	82.2	3	6.7	5	11.1
	Girls	79	40.5	55	28.2	61	31.3
To study Hygiene	Boys	-	-	-	-	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-

TABLE XI (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To study chemistry	Boys	7	100.0	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To study early history	Boys	-	-	-	-	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	398	41.5	262	27.4	298	31.1
	Girls	479	40.9	320	27.2	372	31.8
	Teachers	168	65.2	45	17.4	45	17.4

TABLE XII

GROUP VI CRAFT ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To make airplanes and gliders	Boys	112	70.0	32	20.0	16	10.0
	Girls	26	13.3	42	21.4	128	65.3
	Teachers	2	4.9	16	39.0	23	56.1
To make baskets	Boys	22	13.9	57	39.1	79	50.0
	Girls	73	37.2	58	29.6	65	33.3
	Teachers	18	42.9	14	33.3	10	23.8
To bind books	Boys	26	16.2	48	30.0	86	52.8
	Girls	43	22.1	78	40.0	74	37.9
	Teachers	17	41.5	13	31.7	11	26.8
To make clay objects	Boys	78	48.8	41	25.6	41	25.6
	Girls	106	54.7	47	24.2	41	21.1
	Teachers	23	56.0	9	22.0	9	22.0
To carve wooden objects	Boys	99	61.9	36	22.5	25	15.6
	Girls	91	46.7	40	20.5	64	32.8
	Teachers	18	43.9	13	31.7	10	24.4
To study electricity	Boys	102	63.8	31	19.3	27	16.9
	Girls	12	6.2	52	26.6	131	67.2
	Teachers	12	29.3	12	29.3	17	41.4
To make kites	Boys	52	32.5	63	39.4	45	28.1
	Girls	11	5.6	43	21.9	142	72.5
	Teachers	9	22.0	15	36.6	17	41.4

TABLE XII (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To make objects of metal	Boys	121	75.6	21	13.1	18	11.3
	Girls	24	12.2	45	23.0	127	64.8
	Teachers	20	48.8	11	26.8	10	24.4
To study printing	Boys	68	42.8	52	32.7	39	24.5
	Girls	83	42.8	45	23.3	66	34.0
	Teachers	11	26.2	15	35.7	16	38.1
To make model boats	Boys	104	65.4	35	22.0	20	12.6
	Girls	25	12.7	51	26.0	120	61.3
	Teachers	9	22.0	17	41.5	15	36.5
To make simple radios	Boys	120	75.9	24	15.2	14	8.9
	Girls	40	20.4	66	33.7	90	45.9
	Teachers	6	14.6	17	41.5	18	43.9
To make toys	Boys	94	59.1	34	21.4	31	19.5
	Girls	91	46.6	52	26.7	52	26.7
	Teachers	24	55.8	14	32.6	5	11.6
To weave articles	Boys	22	13.9	45	28.5	91	57.6
	Girls	114	59.1	37	19.2	42	21.7
	Teachers	28	63.6	9	20.5	7	15.9
To make objects of wood	Boys	105	65.6	26	16.3	29	18.1
	Girls	76	39.2	44	22.7	74	38.1
	Teachers	21	51.2	10	24.4	10	24.4

TABLE XII (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To carve linoleum blocks	Boys	4	80.0	1	20.0	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	2	100.0	-	-	-	-
To make objects of leather	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	2	100.0	-	-	-	-
To make favors	Boys	-	-	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To make Indian bead work	Boys	2	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
To braid leather	Boys	1	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	1132	50.6	546	24.4	561	25.0
	Girls	817	29.9	700	25.6	1216	44.5
	Teachers	223	38.0	185	31.6	178	30.4

TABLE XIII

GROUP VII MUSIC ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To play in a band	Boys	68	43.0	39	24.7	51	32.3
	Girls	68	35.6	66	34.6	57	29.8
	Teachers	10	25.0	17	42.5	13	32.5
To play in a dance orchestra	Boys	75	47.2	27	17.0	57	35.8
	Girls	89	45.9	57	29.4	48	24.7
	Teachers	11	26.8	16	39.0	14	34.2
To play a harmonica	Boys	96	60.0	27	16.9	37	23.1
	Girls	47	24.2	73	37.6	74	38.2
	Teachers	11	26.8	16	39.0	14	34.2
To play in a drum corps	Boys	63	39.6	39	24.5	57	35.9
	Girls	31	16.2	74	38.8	86	45.0
	Teachers	5	12.5	17	42.5	18	45.0
To sing in a glee club	Boys	30	18.9	37	23.2	92	57.9
	Girls	134	68.7	28	14.4	33	16.9
	Teachers	27	64.3	6	14.3	9	21.4
To play a ukelele	Boys	57	36.4	28	17.8	72	45.8
	Girls	78	40.2	51	26.3	65	33.5
	Teachers	15	35.7	18	42.9	9	21.4
To play the piano	Boys	6	100.0	-	-	-	-
	Girls	29	96.7	-	-	1	33.3
	Teachers	4	80.0	1	20.0	-	-

TABLE XIII (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To study music	Boys	1	50.0	1	50.0	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To play a banjo	Boys	1	100.0	-	-	-	-
	Girls	1	50.0	1	50.0	-	-
	Teachers	-	-	-	-	-	-
To play an accordian	Boys	1	100.0	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To sing popular songs	Boys	3	100.0	-	-	-	-
	Girls	15	93.7	-	-	1	6.3
	Teachers	-	-	-	-	-	-
To play the violin	Boys	-	-	-	-	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To write songs	Boys	-	-	-	-	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To play the quitar	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-

TABLE XIII (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
GRAND TOTAL	Boys	401	41.6	198	20.5	366	37.9
	Girls	499	41.1	350	28.8	365	30.1
	Teachers	84	33.3	91	36.1	77	30.6

TABLE XIV

GROUP VIII GOVERNMENT AND SERVICE ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To belong to the Girl or Boy Scout	Boys	96	60.4	34	21.4	29	18.2
	Girls	121	63.0	37	19.3	34	17.7
	Teachers	26	62.0	8	19.0	8	19.0
To report current events	Boys	30	18.9	38	23.9	91	57.2
	Girls	29	14.9	58	29.9	107	55.2
	Teachers	27	61.4	9	20.4	8	18.2
To practice first aid	Boys	98	62.0	36	22.8	24	15.2
	Girls	126	64.9	43	22.2	25	12.9
	Teachers	25	59.5	11	26.2	6	14.3
To remain in home room for study	Boys	37	23.3	36	22.6	86	54.1
	Girls	64	33.0	47	24.2	83	42.8
	Teachers	14	41.2	11	32.3	9	26.5
To study the care of pets	Boys	78	49.4	37	23.4	43	27.2
	Girls	93	48.2	58	30.0	42	21.8
	Teachers	19	44.2	12	27.9	12	27.9
To Know - Your - City	Boys	95	59.8	32	20.1	32	20.1
	Girls	123	63.7	46	23.8	24	12.5
	Teachers	35	81.4	4	9.3	4	9.3
To belong to the Safety Patrol	Boys	85	53.8	23	14.6	50	31.6
	Girls	151	78.6	27	14.1	14	7.3
	Teachers	14	37.9	12	32.4	11	29.7

TABLE XIV (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To take military training	Boys	1	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
To learn to be a policeman or detective	Boys	1	100.0	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To learn to keep house	Boys	-	-	1	33.3	2	66.7
	Girls	11	91.7	-	-	1	8.3
	Teachers	-	-	-	-	-	-
To learn to be a nurse	Boys	-	-	-	-	-	-
	Girls	6	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To learn to be a Big Sister	Boys	-	-	-	-	-	-
	Girls	10	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To belong to the Camp=fire Girls	Boys	-	-	-	-	-	-
	Girls	3	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	521	46.7	237	21.3	357	32.0
	Girls	738	55.3	316	22.8	330	23.9
	Teachers	160	56.1	67	23.5	58	20.4

TABLE XV

GROUP IX SPORT ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To study archery	Boys	96	60.8	38	24.1	24	15.1
	Girls	59	39.7	53	27.6	80	41.7
	Teachers	21	51.2	10	24.4	10	24.4
To play baseball	Boys	131	81.9	17	10.6	12	7.5
	Girls	119	61.0	37	19.0	39	20.0
	Teachers	19	46.3	8	19.5	14	34.2
To play basketball	Boys	133	83.1	16	10.0	11	6.9
	Girls	106	54.9	42	21.8	45	23.3
	Teachers	24	57.2	9	21.4	9	21.4
To learn to box	Boys	125	78.1	20	12.5	15	9.4
	Girls	39	20.1	35	18.0	120	61.9
	Teachers	6	14.6	12	29.3	23	56.1
To practice gymnastics	Boys	123	76.9	16	10.0	21	13.1
	Girls	129	66.9	41	21.2	23	11.9
	Teachers	25	58.1	10	23.3	8	18.6
To go on hikes	Boys	126	78.7	19	11.9	15	9.4
	Girls	158	81.0	25	12.8	12	6.2
	Teachers	37	88.1	2	4.8	3	7.1
To learn to swim	Boys	150	93.8	5	3.1	5	3.1
	Girls	177	91.3	9	4.6	8	4.1
	Teachers	35	79.0	6	13.6	3	6.8

TABLE XV (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To play touch football	Boys	133	83.1	10	6.3	17	10.6
	Girls	46	23.7	55	28.4	93	47.9
	Teachers	4	10.3	14	35.9	21	53.8
To take part in track events	Boys	89	55.6	30	18.8	41	25.6
	Girls	78	40.2	52	26.8	64	33.0
	Teachers	13	32.5	9	22.5	18.0	45.0
To learn tumbling	Boys	71	44.4	43	26.9	46	28.7
	Girls	55	28.2	50	25.6	90	46.2
	Teachers	10	25.0	9	22.5	21	52.5
To play volley ball	Boys	81	50.9	30	18.9	48	30.2
	Girls	103	53.1	40	20.6	51	26.3
	Teachers	20	48.8	12	29.3	9	21.9
To learn to skate	Boys	71	92.2	4	5.2	2	2.6
	Girls	85	98.8	1	1.2	-	-
	Teachers	-	-	-	-	-	-
To learn to play Tennis	Boys	39	90.7	3	7.0	1	2.3
	Girls	44	89.8	4	8.2	1	2.0
	Teachers	-	-	-	-	-	-
To learn to ski	Boys	30	100.0	-	-	-	-
	Girls	32	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-

TABLE XV (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To learn to wrestle	Boys	16	94.1	1	5.9	-	-
	Girls	5	83.3	-	-	1	16.7
	Teachers	-	-	-	-	-	-
To play ping pong	Boys	13	86.7	2	13.3	-	-
	Girls	7	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To play kick pin	Boys	-	-	-	-	-	-
	Girls	26	92.9	2	7.1	-	-
	Teachers	-	-	-	-	-	-
To go tobogganing	Boys	14	100.0	--	-	--	--
	Girls	26	96.3	1	3.7	-	-
	Teachers	1	100.0	-	-	-	-
To take part in snow-ball fights	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To ride bicycles	Boys	15	100.0	-	-	-	-
	Girls	20	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To go canoeing or boating	Boys	1	100.0	-	-	-	-
	Girls	5	83.3	1	16.7	-	-
	Teachers	1	100.0	-	-	-	-

TABLE XV (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To go camping	Boys	1	100.0	-	-	-	-
	Girls	7	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To go horseback riding	Boys	12	100.0	-	-	-	-
	Girls	32	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To go automobile riding	Boys	-	-	-	-	-	-
	Girls	1	33.3	2	66.7	-	-
	Teachers	-	-	-	-	-	-
To learn to fence	Boys	8	80.0	2	20.0	-	-
	Girls	-	-	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To play pool	Boys	9	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
To study jiu jitsu	Boys	2	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
To play la-crosse	Boys	1	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-

TABLE XV (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To pitch horse-shoes	Boys	7	87.5	1	12.5	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
To play badminton	Boys	3	100.0	-	-	-	-
	Girls	3	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To play captain ball	Boys	-	-	-	-	-	-
	Girls	3	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To play dodge ball	Boys	-	-	-	-	-	-
	Girls	7	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To go hunting and fishing	Boys	13	100.0	-	-	-	-
	Girls	7	87.5	1	12.5	-	-
	Teachers	-	-	-	-	-	-
To play golf	Boys	2	100.0	-	-	-	-
	Girls	6	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-
To go picnicing	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-

TABLE XV (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To go sleigh riding	Boys	-	-	-	-	-	-
	Girls	3	75.0	1	25.0	-	-
	Teachers	-	-	-	-	-	-
To jump rope	Boys	-	-	-	-	-	-
	Girls	2	66.7	1	33.3	-	-
	Teachers	-	-	-	-	-	-
To play hopscotch	Boys	-	-	-	-	-	-
	Girls	1	100.0	-	-	-	-
	Teachers	-	-	-	-	-	-
To bowl	Boys	4	100.0	-	-	-	-
	Girls	1	50.0	1	50.0	-	-
	Teachers	2	100.0	-	-	-	-
To play handball	Boys	5	100.0	-	-	-	-
	Girls	-	-	2	100.0	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	1524	74.7	257	12.6	258	12.7
	Girls	1394	56.3	456	18.4	627	25.3
	Teachers	223	48.2	101	21.8	139	30.0

TABLE XVI

GROUP X SOCIAL ACTIVITIES

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	NO.	%	No.	%
To learn to be charming and cultured	Boys	74	46.3	41	25.6	45	28.1
	Girls	169	87.6	16	8.3	8	4.1
	Teachers	40	88.9	4	8.9	1	2.2
To learn folk songs and dances	Boys	55	34.4	44	27.5	61	38.1
	Girls	123	63.7	41	21.3	29	15.0
	Teachers	33	78.6	4	9.5	5	11.9
To learn to be a host or hostess	Boys	54	34.2	31	19.6	73	46.2
	Girls	172	88.7	14	7.2	8	4.1
	Teachers	34	77.3	8	18.2	2	4.5
To learn social dancing	Boys	83	52.8	26	16.6	48	30.6
	Girls	164	83.7	23	11.7	9	4.6
	Teachers	32	78.0	7	17.1	2	4.9
To plan social games	Boys	75	47.5	29	18.3	54	34.2
	Girls	124	64.6	49	25.5	19	9.9
	Teachers	30	68.2	10	22.7	4	9.1
To learn tap dancing	Boys	90	56.6	22	13.8	47	29.6
	Girls	166	85.1	21	10.8	8	4.1
	Teachers	23	54.8	10	23.8	9	21.4
To play bridge	Boys	-	-	-	-	-	-
	Girls	2	100.0	-	-	-	-
	Teachers	1	100.0	-	-	-	-

TABLE XVI (Cont.)

Activity	Rater	Like		Indifferent		Dislike	
		No.	%	No.	%	No.	%
To play pinochle	Boys	3	100.0	-	-	-	-
	Girls	-	-	-	-	-	-
	Teachers	-	-	-	-	-	-
GRAND TOTAL	Boys	434	45.5	193	20.2	328	34.4
	Girls	920	79.0	164	14.1	81	6.9
	Teachers	193	74.5	43	16.6	23	8.9

APPENDIX C

THE PROPOSED CLUB PROGRAM

THE PROPOSED CLUB PROGRAM

The proposed program must be arranged on the basis of twenty advisors, though additional ones may be available at a later date. It should be understood that it is practically an impossibility to definitely provide for all of the activity interests of the pupils and teachers. This condition is caused by (1) lack of physical facilities for carrying on certain activities, (2) limited number of teacher personnel, and (3) the lack of monies to finance the program.

It is possible to schedule within the same club a combination of similar activities which will tend to result in the attainment of those desirable objectives which clubs offer. With this thought in mind, the following list of twenty clubs, composed of activities for which the boys and girls expressed strong preferences and for which the necessary advisors are available, should be submitted to the pupils and teachers so that they may indicate first, second and third choices.

1. To draw cartoons
   To draw posters
   To draw sketches

2. To make marionettes
   To carve objects in soap

3. To embroider
   To knit
   Sewing - to make clothes

4. To read books
   To learn to write short stories
   To study journalism

5. Dramatics - to act in plays
   To learn to use correct English
   To study public speaking

6. To take, develop and print camera pictures

7. To make candy
   To learn to cook

8. To study astronomy
   To study nature

9. Travel - to take imaginary trips
   To make a scrap book

10. To make clay objects
    To weave articles

11. To make toys
    To make objects of metal
    To make objects of wood

12. To make simple radios
    To study electricity

13. To play in a dance orchestra
    To play a harmonica
    To play a ukelele
    To play the piano

14. To Sing in a glee club
    To learn folk songs and dances

15. To belong to the Girl or Boy Scouts
    To practice first aid
    To belong to the safety patrol

16. To remain in home room for study

17. To practice gymnastics
    To play basketball
    To play volley ball
    To learn to swim

18. To go on hikes
    To Know - Your - Community

19. To learn to be charming and cultured
    To learn to be a host or hostess
    To learn social dancing
    To plan social games

20. To learn tap dancing
    To learn stage dancing

The final pupil and teacher club assignment will, whenever possible, be based upon first preferences. Wherever this is not considered feasible, second and third choices will be utilized.

APPENDIX D

CLUB INTEREST BLANK

CLUB INTEREST BLANK

Room Number ..... Grade ..... Age ..... Sex .....

Place of Birth ..... Years in U.S. .....

Father: where born ..... Years in U.S. .....

Father's occupation .....

Mother: where born ..... Years in U.S. .....

Mother's occupation .....

After each of the following activities indicate your degree of interest by:

A. Drawing a circle around L if you like that activity.

Example:

To draw cartoons ..... L I D

B. Drawing a circle around I if you neither like nor dislike, in other words, you are indifferent to that activity.

Example:

To report current events ..... L I D

C. Drawing a circle around D if you dislike that activity.

Example:

To study General Science ..... L I D

Disregard any question of cost of material, etc.

This is a suggestive list only.. On the last sheet list any others for which you have any concern.

I. ART ACTIVITIES

1. To draw cartoons ..... L I D
2. To make marionettes ..... L I D
3. To make masks ..... L I D
4. To draw posters ..... L I D
5. To make guignols (finger puppets)... L I D
6. To carve objects in soap ..... L I D
7. To draw sketches ..... L I D

II. NEEDLE ACTIVITIES

1. To crochet ..... L I D
2. To embroider ..... L I D
3. To make hooked rugs ..... L I D
4. To knit ..... L I D
5. Millinery (To make hats) ..... L I D
6. Sewing (To make clothes) ..... L I D

III. LITERARY ACTIVITIES

1. To read books ..... L I D
2. Dramatics (To act in plays) ..... L I D
3. To learn to use correct English.... L I D
4. To study journalism ..... L I D
5. To study public speaking ..... L I D
6. To learn to write short stories.... L I D

IV. SPECIAL INTEREST ACTIVITIES

1. To take, develop and print camera pictures ..... L I D
2. To make candy ..... L I D
3. To play checkers and chess ..... L I D
4. To learn to be a cheer leader..... L I D
5. To collect and study coins..... L I D
6. To make and solve puzzles..... L I D
7. To make a scrap book..... L I D
8. To collect stamps ..... L I D

V. SCIENCE AND MATHEMATIC ACTIVITIES

1. To study astronomy ..... L I D
2. To learn to cook ..... L I D
3. To study mathematics ..... L I D
4. To study nature ..... L I D
5. To study general science ..... L I D
6. Travel (To take imaginary trips) ..... L I D

VI. CRAFT ACTIVITIES

1. To make airplanes and gliders ..... L I D
2. To make baskets ..... L I D
3. To bind books ..... L I D
4. To make clay objects ..... L I D
5. To carve wooden objects ..... L I D
6. To study electricity ..... L I D

VI. CRAFT ACTIVITIES (Cont.)

7. To make kites ..... L I D
8. To make objects of metal ..... L I D
9. To study printing ..... L I D
10. To make model boats ..... L I D
11. To make simple radios ..... L I D
12. To make toys ..... L I D
13. To weave articles ..... L I D
14. To make objects of wood ..... L I D

VII. MUSIC ACTIVITIES

1. To play in a band ..... L I D
2. To play in a dance orchestra..... L I D
3. To play a harmonica ..... L I D
4. To play in a drum corps ..... L I D
5. To sing in a glee club ..... L I D
6. To play a ukelele ..... L I D

VIII. GOVERNMENT AND SERVICE ACTIVITIES

1. To belong to the Girl or Boy Scouts ..... L I D
2. To report current events ..... L I D
3. To practice first aid ..... L I D
4. To remain in home room for study... L I D
5. To study the care of pets ..... L I D
6. To Know - Your - Community..... L I D
7. To belong to the Safety Patrol ..... L I D

IX. SPORT ACTIVITIES

1.	To study archery	L	I	D
2.	To play baseball	L	I	D
3.	To play basketball	L	I	D
4.	To learn to box	L	I	D
5.	To practice gymnastics	L	I	D
6.	To go on hikes	L	I	D
7.	To learn to swim	L	I	D
8.	To play touch football	L	I	D
9.	To take part in track events	L	I	D
10.	To learn tumbling	L	I	D
11.	To play volley ball	L	I	D

X. SOCIAL ACTIVITIES

1.	To learn to be charming and cultured	L	I	D
2.	To learn folk songs and dances.....	L	I	D
3.	To learn to be a host or hostess	L	I	D
4.	To learn social dancing	L	I	D
5.	To plan social games	L	I	D
6.	To learn tap dancing	L	I	D

In the spaces below, write the names of any other activities which you feel should be added. Indicate your feeling toward the activity by drawing a circle around the proper letter.

1. ..... L I D
2. ..... L I D
3. ..... L I D
4. ..... L I D
5. ..... L I D
6. ..... L I D
7. ..... L I D
8. ..... L I D
9. ..... L I D
10. ..... L I D